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ABSTRACT

This document contains materials teachers may use for informal assessment of Missouri seventh-grade special needs students' employability and study skills and for teaching within the existing curriculum those skills the students may lack. An introduction defines and lists employability and study skills and contains cross-references to assessment and curriculum materials. The second section contains the instruments for assessing students' skills in four component areas: communication, numerical, social, and work. Teacher worksheets, student worksheets or rating scales, and student assessment record forms are included, along with instructions on their use. The next four sections are instructional modules on, respectively, communication, numerical, social, and work skills. Each module consists of the following components: (1) task analysis sheets, which contain the sequential steps necessary for competence in a specific skill; (2) instructional directions, which suggest how to teach each step in the task analysis and include a list of resources needed; (3) student and teacher worksheets; and (4) student assessment record form. (CML)

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Access Skills

Employability and Study Skills:

Assessment and Curriculum Guide

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Accessing Vocational Education

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ACCESS SKILLS

Employability and Study Skills Assessment and Curriculum Guide

Missouri linc

Malcolm Flanagan, Ed.D.
Associate Professor

Jodi Johnson, Ed.D.
Assistant Professor

Department of Special Education
and
Department of Practical Arts and Vocational-Technical Education

College of Education
University of Missouri-Columbia

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September, 1987

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Field Test Participants

Sandy Misenheimer
Cooper County C-4 Schools
Pilot Grove, Missouri

Sally Heuman
Cooper County C-4 Schools
Pilot Grove, Missouri

Joy Miller
Oakland Junior High School
Columbia Public Schools
Columbia, Missouri

Shirley Johnson
Jefferson Junior High School
Columbia Public Schools
Columbia, Missouri

Renette House
Jefferson Junior High School
Columbia Public Schools
Columbia, Missouri

External Reviewers

Michael Hooley
Mountain Plains Regional
Resource Center
Drake University
Des Moines, Iowa

Dr. Jerry Wircenski
North Texas State University
Division of Occupational
and Vocational Education
Denton, Texas

Word Processing

Barbara Mountain
Secretary
Missouri LINC

Victoria Bowlin
Senior Clerk Typist
Missouri LINC

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INTRODUCTION

The desired outcome of all transition programs is the attaining and maintaining of employment which will allow maximum independence for special needs students. When a special needs student reaches junior high age he/she generally has a wide variety of needs that must be addressed. Traditionally, emphasis has been placed on the acquisition of academic skills. The assumption that a special needs student's secondary level academic training should emphasize the three basic skills of reading, writing and math in order to compete in the world of work merits re-evaluation. Research has shown that employers frequently list social, behavior, communication and responsibility skills as the qualities they most often seek when hiring or retaining an employee. These skills are commonly referred to as employability skills.

In addition to employability skills, vocational educators have identified other skills as helpful to students in preparing for vocational training programs. These are skills that a student uses during the learning process. They have been referred to as study skills and include the ability to use the dictionary, proofread materials and use the index and table of contents of textbooks. While these skills may assist an individual in obtaining employment they are also essential for acquiring information during pre-vocational and vocational training programs.

Few curricula or assessment instruments are available that deal specifically with employability or study skills. The following components in this guide are designed to aid educators in assessing and instructing special needs students.

EMPLOYABILITY AND STUDY SKILLS

Employability skills are defined as those skills necessary to seek and keep a job. These are not the *technical* skills which are learned in the vocational classroom but rather are those which deal with social and verbal interactions. They include such competencies as cooperating with co-workers, communicating effectively, following directions and being punctual. The possession of these skills affects the performance of individuals in the classroom, on the job and in everyday life situations.

Study skills which assist students in gaining information in the classroom may be considered as important for the student as employability skills are for the worker. These skills are not acquired incidentally but must be taught. It has become increasingly obvious that the teaching of employability and study skills must be a part of the student's instruction prior to and during vocational skills preparation.

Many of these skills should be taught when the student is in the elementary classroom. By the time the special needs student reaches the seventh grade, teachers should be prepared to assess a student's employability and study skills competencies informally. The instruments in this guide are samples of ways in which to accomplish this task. Based on the assessment information, a systematic plan of instruction can be developed to teach competencies in the areas of employability and study skills. Instruction in these skills may be infused into all content areas, including social studies, English and science. In some instances a separate unit of instruction may need to be developed. In all instances, needed skills should be included as a goal and/or objective on the student's IEP or IVEP at the secondary level. For a list of the Missouri LINC Employability and Study Skills see Figure 1.0.

Figure 1.0

List of Employability and Study Skills

EMPLOYABILITY SKILLS

- Arrive on time
- Ask questions
- Basic hygiene
- Communicate with authority
- Communicate with peers
- Complete a questionnaire
- Cooperate with authority
- Cooperate with peers
- Demonstrate attendance
- Dress appropriately
- Follow multiple/oral directions
- Follow multiple/written directions
- Gain job-related information
- Organize work spaces
- Participate in care of work area
- Personal grooming
- Social behaviors
- Show respect for property
- Speak clearly
- Tell time
- Use a calendar
- Use safety
- Work independently
- Write legibly

STUDY SKILLS

- Dictionary/meaning
- Dictionary/spelling
- Obtain notes/chalkboard
- Proofread
- Read charts, graphs
- Read reference lists
- Use calculator
- Use index
- Use table of contents

INFORMAL ASSESSMENT OF EMPLOYABILITY AND STUDY SKILLS

Assessment in career education, of which employability and study skills are a part, is important as assessment helps determine students' present level of performance. Most career education assessment instruments are informal rather than formal in nature. Many are competency-based and related to local curricula or task analysis. Informal assessment allows the teacher to modify instruments to meet student and program needs. The purpose of informal assessment is to use the instrument to focus on the student without concern for violating procedures in administering a formal assessment instrument. Informal assessment instruments include checklists, rating scales, teacher-made achievement tests, diagnostic reading or math tests and other processes such as role plays, interviews, review of anecdotal records, and analysis of home work assignments. Comparing the data from various sources will provide a good understanding of the student's skills.

CROSS REFERENCES TO EMPLOYABILITY AND STUDY SKILLS

Frequently materials relating to a subject and/or content area of education overlap, or are directly related to one another in intent. When these materials are known to teachers and are available for use, it allows for more efficient use of planning and instruction time. With this knowledge in mind, cross references to assessment and curricula materials as well as other pertinent information relating to employability and study skills have been developed for inclusion in this guide. The materials cross referenced have been selected for three specific reasons: (1) They are readily available to Missouri teachers and counselors, (2) they overlap in both content and intent of material, and (3) they are directly related to competency expectations outlined by the Missouri Department of Elementary and Secondary Education.

***Brigance Diagnostic Inventory of Essential Skills* (1981 edition) from Curriculum Associates, Inc.**

The Brigance was selected because it is available in most schools and has items covering a majority of the employability and study skills. It is easy to give with each concept standing alone in testing. In the cross reference each employability and study skill is matched to tests in the Brigance that assess the concept involved in the employability skill. Test items and page numbers are provided.

***Life-Centered Career Education Inventory* (LCCE), Version A (Field Test edition) to be published by the Council for Exceptional Children.**

This is a norm-referenced test assessing academic, daily living, personal-social and occupational domains. The competency areas relate very highly to communication, social and work skills on the employability and study skills list.

Life-Centered Career Education Competency-Based Approach (LCCE)

In addition to these assessment instruments, the employability and study skills have been cross-referenced to the curriculum activities and materials in the *Life-Centered Career Education: A Competency-Based Approach* manual by Donn Brolin. Both the guide and the manual provide instructional activities for the employability skills as well as reference to additional materials.

Missouri Core Competencies and Key Skills

The Core Competencies and Key Skills identified by the Department of Elementary and Secondary Education in compliance with Missouri's *Excellence in Education Act*, are an important list of learner outcomes in various subject areas. The Missouri Department of Elementary and Secondary Education expects all students to become competent in these skills prior to graduation from high school. The skills are identified by subject and grade level expectancies and some are quite similar to many of the employability and study skills in this guide. A cross reference of both skill lists has been developed so that educators may see how the instruction of employability and study skills parallels the Core Competencies and Key Skills.

ACCESS SKILLS

Instructional materials specific to employability and study skills have been developed previously and were part of the Entry Level Skills Criteria Instructional Manual. These modules have been updated and incorporated into the current guide. The Entry Level Skills Criteria Instructional Manual is no longer in print. Instead, a series of manuals entitled *ACCESS SKILLS* will take the place of the Entry Level Skills Manual.

SUMMARY

The underlying principle behind the development of this assessment and curriculum guide is four-fold in nature:

1. To make available a quick, easy, informal means whereby teachers may determine students performance levels in specific skill areas.
2. To provide an assessment that may be conducted in the classroom with minimal interruption to daily routines.
3. To provide instructional modules and suggestions directly related to specific skill items.
4. To provide assessment and instructional materials that will easily support existing curricula.

HOW TO USE CROSS REFERENCE SHEETS

The *Access Skills Employability and Study Skills: Assessment and Curriculum Guide* provides a sound base whereby levels of performance may be determined and appropriate instruction provided in this area. However, a variety of assessment and curricula material exists and is compatible with the concept of this guide.

The cross references that follow provide quick access to additional materials for those who wish to supplement the material provided in this guide.

Assessment Cross Reference:

The assessment cross reference sheet lists the Employability and Study Skills in the left column and the Life Centered Career Education (LCCE) and Brigance related items in columns 2 and 3. The numbers and letters in column 2 refer to the L.C.C.E. test number and subtest. For example, 12-B refers to Battery 12, *Achieving Socially Responsible Behavior,* Test B, *Recognize Authority and Follow Instructions.*

The letters and numbers in column 3 refer to the Brigance tests and subtests. For example, Z-1 is the Brigance *Oral Communication and Telephone Skills,* Subtest 1: *Speaking Skills.* The user may locate the page of each Brigance test through the table of contents and by using the tabs provided at the beginning of each new section.

	ASSESSMENT QUESTIONS	
COMMUNICATION SKILLS	**LCCE**	**BRIGANCE**
Ask questions when not certain of procedure		
Communicate with peers	12-B,13-A, 16-B	Z-1,Z-2
Communicate with those in authority	12-B,13-A 16-B	Z-1,Z-2

Curriculum Cross Reference:

The instructional cross reference sheets list the employability and study skills in the left column and Brolin's LCCE Curriculum Subcompetency number in the second column. In most references to the LCCE curriculum, the subcompetencies are referred to by number and name. For example, the employability skill Dress Appropriately is cross referenced to Brolin's subcompetency 10, Dress Appropriately. The cross references are based on 1986 and earlier publication dates. The competencies and subcompetencies referenced in this guide have been revised by Brolin in 1987, but these changes have not been incorporated into curricula as the guide goes to press.

SOCIAL SKILLS	LCCE SUMCOMPETENCY
Demonstrate basic personal grooming	11
Dress appropriately	10

Missouri Core Competencies and Key Skills

When developing instruction in the various subject matter areas, teachers should refer to the Missouri Core Competencies and Key Skills cross reference list in order to incorporate the appropriate employability and study skills. The employability and study skills are listed in column one and the Core Competencies and Key Skills are listed in column two. In parentheses after each skill the grade level is listed where regular students are expected to master all of these skills. While special education students are not required to master all of these skills at grade level, they should be taught at the appropriate time.

COMMUNICATION SKILLS

EMPLOYABILITY/STUDY SKILLS	CORE COMPETENCIES/KEY SKILLS
Communicate with peers	**LANGUAGE ARTS** ● Use verbal and nonverbal communication techniques to convey and clarify messages: pauses, gestures, facial expressions, tone of voice, rate of speech and eye contact. (4, 5, 6)* ● State and explain personal points of view. (5)

EMPLOYABILITY AND STUDY SKILLS ASSESSMENT CROSS REFERENCE

COMMUNICATION SKILLS

	ASSESSMENT QUESTIONS	
	LCCE	BRIGANCE
Ask questions when not certain of procedure		
Communicate with peers	12-B,13-A, 16-B	Z-1,Z-2
Communicate with those in authority	12-B,13-A, 16-B	Z-1,Z-2
Complete questionnaire or job application form		V-6,V-8, V-12
Follow multiple step oral directions		Z-3,4
Follow multiple step written directions		
Identify strategy for gaining job related information	17-B,18-A	V-7,V-11
Locate information using index of manuals and texts		F-3
Locate information using table of contents of manuals and texts		
Obtain notes/instructions from chalkboard/ bulletin board		G-1,G-3
Proofread to identify errors		
Read charts, graphs, tables and diagrams		R-14,15; G-3;X-9
Read reference lists		
Speak clearly with a pleasant tone	16-C	Z-1,2
Use/Communicate on the telephone		Z-5,6
Use a dictionary to check spelling		F-2
Use a dictionary to find word meaning .		F-2
Write or print legibly		H-1,2;L-3

NUMERICAL SKILLS

	ASSESSMENT QUESTIONS	
	LCCE	BRIGANCE
Apply basic measurement		
Tell time		R-4,5
Use a calculator		
Use a calendar		J-7,8; R-7-10

SOCIAL SKILLS

Accept responsibility by participating in care of work area		V-3
Cooperate with those in authority	12-B;13-B 14-C;19-B	
Cooperate with peers	12-D;13-B 14-C;19-D	
Demonstrate basic hygiene in care of body	3-B	
Demonstrate basic personal grooming	3-B	
Dress appropriately	3-C	Y-9
Show respect for property of others	12-A	

WORK SKILLS

Arrive on time	19-A	
Demonstrate attendance according to school policy		
Organize work spaces and materials	14-B	
Work independently with minimal supervision	9-D	
Use basic safety concepts	2-B;5-D	U-2,6;D-4

EMPLOYABILITY AND STUDY SKILLS CURRICULUM CROSS REFERENCE

COMMUNICATION SKILLS	LCCE SUBCOMPETENCY
Ask questions when not certain of procedure	70
Communicate with peers	53, 58, 75
Communicate with those in authority	56, 58, 75
Complete questionnaire or job application form	99
Follow multiple step oral directions	56, 58, 87
Follow multiple step written directions	72, 87
Identify strategy for gaining job related information	73, 79-86, 98, 100
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Proofread to identify errors	
Read charts, graphs, tables and diagrams	72
Read reference materials	72
Speak clearly with a pleasant tone	74
Use/Communicate on the telephone	58
Use a dictionary to check spelling	72, 73
Use a dictionary to find word meaning	72
Write or print legibly	73

NUMERICAL SKILLS	LCCE SUBCOMPETENCY
Apply basic measurement concepts	
Tell time	
Use a calculator	
Use a calendar	

SOCIAL SKILLS

Accept responsibility by participating in care of work area	
Cooperate with those in authority	51, 56, 90
Cooperate with peers	59, 62, 88
Demonstrate basic hygiene in care of body	11
Demonstrate basic personal grooming	11
Dress appropriately	10
Show respect for property of others	55

WORK SKILLS

Arrive on time	91
Demonstrate attendance according to school policy	91
Organize work spaces and materials	63
Work independently with minimal supervision	89, 92
Use basic safety concepts	8, 9, 17, 71, 93

MISSOURI CORE COMPETENCIES AND KEY SKILLS CROSS REFERENCE

COMMUNICATION SKILLS

EMPLOYABILITY/STUDY SKILLS	CORE COMPETENCIES/KEY SKILLS
Ask questions when not certain of procedure	
Communicate with peers	**LANGUAGE ARTS** • Use verbal and nonverbal communication techniques to convey and clarify messages: pauses, gestures, facial expressions, tone of voice, rate of speech and eye contact. (4, 5, 6)* • State and explain personal points of view. (5)
Communicate with those in authority	**LANGUAGE ARTS** • Make and respond to introductions. (4, 5, 6) • Demonstrate attention and courtesy by maintaining eye contact with the speaker and asking questions for clarification and/or additional information. (4, 5, 6) • Use verbal and nonverbal communication techniques to convey and clarify messages: pauses, gestures, facial expressions, tone of voice, rate of speech, eye contact and voice inflections. (4, 5, 6) • State and justify personal points of view. (6)
Complete questionnaire or job application form	
Follow multiple step oral directions	**LANGUAGE ARTS** • Follow multistep directions clearly and sequentially. (4, 5, 6) • Demonstrate attention and courtesy by maintaining eye contact with the speaker and asking questions for clarification and/or additional information. (5) • Give oral multistep directions. (6)
Follow multiple step written directions	
Identify strategy for gaining job related information	

*Numbers following competencies indicate levels of instruction.

Locate information using index	**LANGUAGE ARTS** ● Use book parts to locate information: table of contents, index, glossary and guide words. (4)
Locate information using table of contents	● Select and use appropriate reference sources to obtain information: dictionary, encyclopedia, textbooks, trade books, atlas and telephone directory. (4, 5, 6)
Obtain notes/instructions from chalkboard	
Proofread to identify errors	**LANGUAGE ARTS** ● Edit writing for punctuation: end punctuation, commas for words in series, introductory phrase or clause and last name written first. (4, 5, 6) ● Edit writing for spelling. (4, 5, 6) ● Edit writing for capitalization: names and titles of persons, geographic names and adjective derivatives, main words in titles of written works and sections of the country, parts of outlines and first word in line of poetry. (5)
Read charts, graphs, tables and diagrams	**LANGUAGE ARTS** ● Interpret and apply information from maps, charts, time lines, tables, diagrams and graphs. (4, 5, 6) ● Interpret and apply information found in maps, charts, graphs, time lines, diagrams, tables and schedules. (5) **MATH** ● Read a thermometer. (2, 3) ● Interpret picture graphs and simple bar graphs. (2) ● Construct and interpret a picture graph or simple bar graph. (3, 4) **SCIENCE** ● Record and graph daily temperature and precipitation during a one-month period. (3) ● Measure the temperature of several substances (cold water, hot water, etc.). (4) ● Measure and record readings from thermometers, spring scales, balances and graduated cylinders. (4) ● Use weather instruments to measure and record weather conditions and record the measurements. (5)
Read reference materials	**LANGUAGE ARTS** ● Select and use appropriate reference sources to obtain information: dictionary, encyclopedia, directories, atlas, almanac, library card catalog, newspapers, textbooks and trade books. (5)

Speak clearly with a pleasant tone	**LANGUAGE ARTS** ● Use conventional pronunciations for standard English in the classroom. (4, 5, 6) ● Tell how voice inflection changes meaning. (5, 6) **SOCIAL STUDIES** ● Identify basic emotions (joy, sadness, fear, loneliness, anger, guilt, shame, satisfaction), their causes and likely consequences in specific situations. (3, 4)
Use/Communicate on the telephone	**LANGUAGE ARTS** ● Send effective oral messages through various media. (4)
Use a dictionary to check spelling	
Use a dictionary to find word meaning	**LANGUAGE ARTS** ● Use dictionary and pronunciation key to decode words and select appropriate meanings. (4, 5, 6) ● Use contextual clues and/or dictionary to determine meanings of new words and the appropriate meaning of words with multiple meanings. (5)
Write or print legibly	**LANGUAGE ARTS** ● Write all cursive letters legibly with reasonable speed. (4, 5, 6) ● Prepare legible, neat copy of written products to share with others, and read written work aloud to special audiences. (4, 5, 6) ● Use appropriate margins and maintain neatness in written assignments. (4, 5, 6) ● Use dictionary and/or thesaurus as needed in writing. (4) ● Prepare legible, attractive copy of written products to share with others, and read written work aloud to special audiences. (6)

NUMERICAL SKILLS

Apply basic measurement concepts

MATH

- Graph points representing halves, thirds and fourths on a number line. (4)
- Read and write whole numbers through four/five digits. (3, 4)
- Use estimation strategies to make a reasonable prediction of the answer to a given problem. (4)
- Decide whether an answer is reasonable by using estimation strategies. (3)
- Use estimation strategies and mental computation to determine if an answer is reasonable. (4)
- Measure lengths to the nearest centimeter and to the nearest inch. (3)
- Weigh objects to the nearest pound and determine mass to the nearest kilogram. (3)
- Measure amounts in units of cups, pints, quarts, gallons and liters. (3)
- Choose an appropriate unit of measure (metric and traditional) to measure length, area, capacity and weight (mass). (4)
- Measure lengths to the nearest half inch and to the nearest centimeter. (4)
- Weigh objects to the nearest ounce and determine mass to the nearest gram. (4)

Tell time

MATH

- Solve problems involving elapsed time in units of hours. (6)
- Tell and record time by five-minute intervals using a standard clock. (3)
- Tell and record time by fifteen-minute intervals using a standard clock. (2)

SCIENCE

- Tell time and record time including seconds using a standard clock. (4)

Use a calculator

Use a calendar

MATH

- Recall in order the days of the week and the months of the year. (2, 3)
- Interpret the calendar. (2, 3)

SOCIAL SKILLS

Accept responsibility by participating in care of work area

Cooperate with those in authority

SOCIAL STUDIES

- Distinguish among making rules, enforcing rules and interpreting rules. (4)
- Compare rights and responsibilities of adults with those of children. (4)
- Identify ways to promote effective group decision making, and act in accordance with those ways: practice courteous behavior, follow rules and established discussion procedures, listen to others, contribute ideas, suggest alternatives, withhold judgement until important facts are known, and accept decisions of the group once a final decision has been made. (4)

Cooperate with peers

SOCIAL STUDIES

- Understand cause-effect relationships related to the behavior of individuals and groups. (2)
- Exhibit cooperation, compromise and responsible behavior in decision-making discussions. Participate constructively in decision-making discussions. (2, 3)
- Identify examples of how what one person wants to do may need to be restricted for the good of others in the home, school and community. (2)
- Participate constructively in decision-making discussions (pay attention, keep comments relevant to the issue, be sensitive to what others say, etc.). (3)
- Identify groups or individuals with authority to bring about changes in the school and community. (3)
- Identify basic emotions (joy, sadness, fear, loneliness, anger, guilt, shame, satisfaction), their causes and likely consequences in specific situations. (4)
- Indicate how children learn (a) skills used daily, (b) attitudes toward experiences in daily life and (c) ways of behaving in various settings. (4)
- Describe how the actions of a group influence individuals in the group. (4)
- Propose rules that provide for order and fairness in group situations. (5)

- Identify ways in which rules and laws help prevent conflicts. (5)
- Identify ways to promote effective group decision making, and act in accordance with those ways: practice courteous behavior, follow rules and established discussion procedures, listen to others, contribute ideas, suggest alternatives, withhold judgement until important facts are known, accept decisions of the group once a final decision has been made. (5, 6)
- Identify constructive ways of promoting changes in rules of home, school and community. (4, 5, 6)

Demonstrate basic hygiene in care of body

Demonstrate basic personal grooming

Dress appropriately

SCIENCE

- Classify a set of seasonal activities according to the four seasons. (2)
- Predict what to wear based upon personal observations and weather data. (3)

Show respect for property of others

WORK SKILLS

Arrive on time

Demonstrate attendance according to school policy

Organize work spaces and materials

Work independently with minimal supervision

Use basic safety concepts

SCIENCE

- Identify safe and appropriate responses to a variety of hazardous and emergency situations. (3)
- Infer the importance of safe practices when using electrical appliances, outlets and cords. (3)
- Communicate the short- and long-term effects of smoking, alcohol and controlled substances on the human body. (5)

HOW TO USE ASSESSMENT MATERIALS

The employability/study skills have been divided into four related skill components (communication skills; numerical skills; social skills; work skills). The assessment skill area and number appear in the top right hand corner on each assessment page. The assessment instruments are comprised of the following components.

Teacher Worksheets: The teacher worksheets contain the following information:

1. Title of skill being assessed.
2. The purpose of the specific skill evaluation.
3. Materials needed to conduct the evaluation.
4. Specific instructions.
5. The criteria for determining an acceptable level of performance)for specific items, when appropriate, as well as for the total skill evaluation.
6. Teacher worksheets used to rate student performance will be so indicated directly under the teacher worksheet title. If the sheet is to be used in this manner, a place for student's name and date of evaluation will appear in the top left hand corner.

These six areas cover the majority of the teacher worksheet. Some skill evaluations are rating scales; others require student oral or written responses. In the latter case correct answers for those items appear on the teacher worksheet.

Student Worksheet or Rating Scale: Student worksheets have one of three uses:

1. Used by the teacher as a rating scale to rate specific student behaviors relating to the skill area.
2. Used by students in paper/pencil activities.
3. Used by students as a cue for evaluation questions.

Student Assessment Record Form: For use in keeping track of evaluations and student's performance on the individual employability/study skills.

The assessment instruments have been written in a format that is most usable on a one-to-one basis. However, many of the rating scales can be completed quickly on several students simultaneously.

Needs in employability/study skills should serve as the basis for development of goals and objectives in the student's IEP.

GUIDELINES FOR ADMINISTERING ASSESSMENT INSTRUMENTS

These guidelines are provided to help teachers gain maximum benefit from the assessment instruments.

- Read all instructions and scoring criteria for each test prior to administration.
- When using rating scales it is important that the teacher observe the student systematically rather than record general impressions.
- Each test should be used to determine student's present level of performance in the skill area being assessed.
- Record all scores and sign where indicated on test worksheet.
- *DO NOT* involve instruction no matter how slight prior to or during the testing session. Base *all* instruction on test results.
- Adaptations reflecting the students ability and best testing mode may include:
  1. Administer orally if student has difficulty reading (unless knowledge of reading is being tested).
  2. Write answers for student who has difficulty writing.
  3. Additional adaptations as needed for low functioning students.
- If the test does not provide adequate information on students ability in a skill area, use additional resources to obtain that information.
- Worksheets reflecting student performance should be completed with all appropriate comments recorded and placed in student's file as part of his/her assessment and instruction record.

Name ______________________________

STUDENT ASSESSMENT RECORD FORM

EMPLOYABILITY SKILLS/STUDY SKILLS

SKILL	DATE	INSTRUCT		COMMENTS	
		YES	NO		
COMMUNICATION SKILLS					
Ask questions when not certain of procedure					
Communication with peers					
Communication with those in authority					
Complete questionnaire					
Following oral directions					
Following written directions					
Identify strategy for gaining job related information					
Using an index					
Using table of contents					
Obtain notes from chalkboard/bulletin board					
Copying and proofreading materials					
Charts, graphs, tables and diagrams					
Read reference material					
Speak clearly in a pleasant tone					
Use and communicate on the telephone					
Use the dictionary - spelling					
Use the dictionary - definitions					
Write or print legibly					
NUMERICAL SKILLS					
Apply basic measurement concepts					
Tell time					
Use a calculator					
Use a calendar					

Name ______________________________

STUDENT ASSESSMENT RECORD FORM
Page 2

EMPLOYABILITY SKILLS/STUDY SKILLS

SKILL	DATE	INSTRUCT		COMMENTS	
		YES	NO		
SOCIAL AND WORK BEHAVIORS					
Cares for work area					
Cooperates with those in authority					
Cooperates with peers					
Respects others property					
Hygiene and grooming					
Dress appropriately					
WORK SKILLS					
Arrive on time					
Demonstrate attendance					
Organizational skills					
Work independently with minimal supervision					
Safety					

GENERAL COMMENTS:

____
Evaluator's Signature

TEACHER WORKSHEET

ASK QUESTIONS WHEN NOT CERTAIN OF PROCEDURE

PURPOSE: Assess student's behavior when given ambiguous instructions

MATERIALS:
- Student Rating Scale - Ask Questions When Not Certain of Procedure
- To be determined by the teacher

INSTRUCTIONS:

1. Observe the student during a period when you provide a set of instructions where one or more of the instructions are ambiguous.

2. Rate the student's response.

3. Accept any request for information such as "What do you mean," "I don't understand," "What kind of paper" or "What kind of story?".

Sample Ambiguous Instructions:

- Teacher says to student: "I will tell you what I would like you to do. Do not start until I say 'begin'."

1. "Get a piece of paper for drawing. Make sure it is the right paper. Begin."

2. "I want you to write a story for me that tells all the things you could do if you wanted to. Begin."

CRITERIA: If student has a "Yes" rating on questions 1, 2, or 3 on rating scale he/she does not need to receive instruction in this area.

If student receives a "Yes" rating on questions 4, 5, 6 or 7, he/she needs to receive instruction in this area.

Name ______________________________

Date ______________________________

STUDENT RATING SCALE

ASK QUESTIONS WHEN NOT CERTAIN OF PROCEDURE

STUDENT BEHAVIOR	YES	NO
1. Politely asks teacher for clarification		
2. Asks fellow student for clarification		
3. Completes task correctly without asking for clarification		
4. Completes task incorrectly without asking for clarification		
5. Refuses to complete task		
6. Talks loudly without permission/is disruptive		
7. Emits other inappropriate behaviors		

Needs instruction ______________
(No on 1, 2 & 3; Yes on 4, 5, 6 & 7)

Does not need instruction ______________
(Yes on 1, 2 & 3; No on 4, 5, 6 & 7)

____
Evaluator's Signature

TEACHER WORKSHEET

COMMUNICATION WITH PEERS AND THOSE IN AUTHORITY

PURPOSE: Assess student's communication skills.

MATERIALS:
- Student Rating Scale- Communication With Peers And Those In Authority.

INSTRUCTIONS:

1. Teacher will observe students once a day over a period of one week and rate the student on each item.
2. Teacher may prefer to use anecdotal records rather than observing the student over a period of one week.
3. It is important that teachers systematically observe specific student behavior rather than recording general impressions.

CRITERIA:
1. Calculate rating based on a minimum of five separate observation periods of each skill.
2. No instruction necessary if:

   90% score on 7 of 9 items in section A,

   90% score on 5 of 6 items in section B.

Communication 2

Name ______________________________

Date ______________________________

STUDENT RATING SCALE

COMMUNICATION WITH PEERS AND THOSE IN AUTHORITY

		90+%	89-75%	Less Than 75%
A.	COMMUNICATION WITH PEERS	XXXX	XXXXXX	XXXXXXXX
1.	Student listens to peers without interrupting.			
2.	Student greets peers pleasantly.			
3.	Student maintains eye contact when talking with peers.			
4.	Student stands at appropriate distance when talking.			
5.	Student's verbal and body language messages match.			
6.	Student responds appropriately to what others say.			
7.	Student gives clear directions for locating rooms within school building.			
8.	Student's posture reflects attending behavior.			
9.	Student allows peers ample opportunity to express opinions.			

#score ______ ______ ______

B.	COMMUNICATION WITH AUTHORITY	XXXX	XXXXXX	XXXXXXXX
1.	Student listens to teachers without interrupting.			
2.	Student greets teachers cheerfully.			
3.	Student maintains eye contact when talking with teachers.			
4.	Student stands at appropriate distance when talking to teachers.			
5.	Student explains his/her position in appropriate manner when disagreeing with authority.			
6.	Student addresses authority figure in manner reflecting respect.			

#score ______ ______ ______

Needs instruction A ____ B____

Does not need instruction A___ B____

____
Evaluator's Signature

TEACHER WORKSHEET

COMPLETE QUESTIONNAIRE

PURPOSE: Determine students' skill in completing short forms.

MATERIALS:
- Student Worksheet - Complete Questionnaire
- Pen/Pencil

INSTRUCTIONS:

1. Teacher should obtain all of the correct information needed to check the accuracy of student responses on the questionnaire.
2. Give the student the Student Worksheet - Complete Questionnaire.
3. Ask that he/she complete it as neatly, accurately and completely as possible.
4. Instruct the student to ask for help if needed.
5. Explain any terms that the student does not understand.
6. Check the answers against data you have available to you to determine correctness.

CRITERIA: 100% accuracy in filling out all material
(If a student has a card or personal data sheet containing information he/she needs, he/she may use it. If the student asks to use a dictionary he/she may do so.)

Communication 3

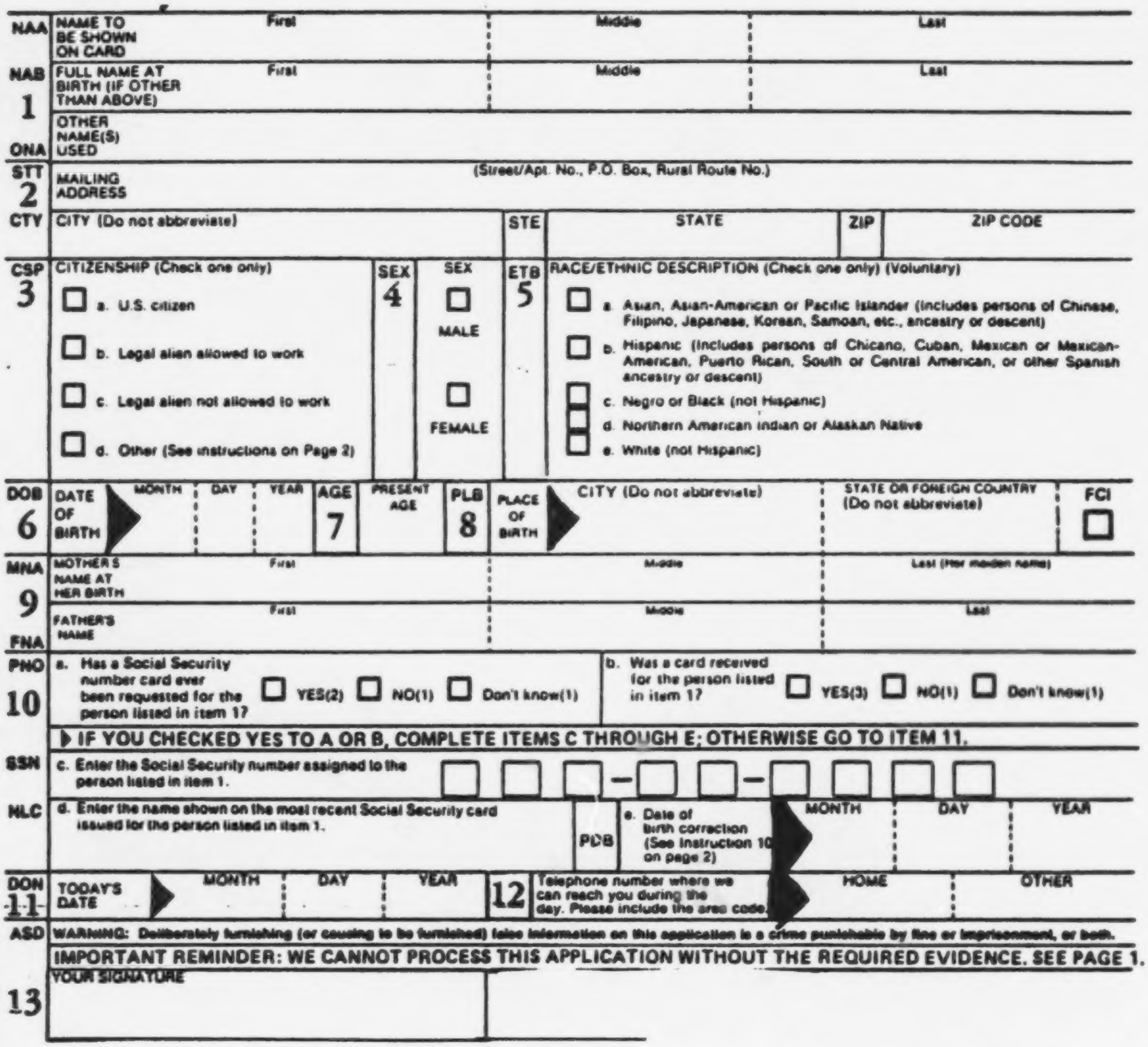
Name ______________________________

Date ______________________________

STUDENT WORKSHEET

COMPLETE QUESTIONNAIRE

1. Complete this form by filling in all the blanks with correct information.
2. You may ask the teacher to explain any words or directions you do not understand.
3. When finished, turn the form in to your teacher.



NAA — NAME TO BE SHOWN ON CARD — First | Middle | Last

NAB 1 — FULL NAME AT BIRTH (IF OTHER THAN ABOVE) — First | Middle | Last

ONA — OTHER NAME(S) USED

STT 2 — MAILING ADDRESS — (Street/Apt. No., P.O. Box, Rural Route No.)

CTY — CITY (Do not abbreviate) | STE — STATE | ZIP — ZIP CODE

CSP 3 — CITIZENSHIP (Check one only)
☐ a. U.S. citizen
☐ b. Legal alien allowed to work
☐ c. Legal alien not allowed to work
☐ d. Other (See instructions on Page 2)

SEX 4 — SEX
☐ MALE
☐ FEMALE

ETB 5 — RACE/ETHNIC DESCRIPTION (Check one only) (Voluntary)
☐ a. Asian, Asian-American or Pacific Islander (includes persons of Chinese, Filipino, Japanese, Korean, Samoan, etc., ancestry or descent)
☐ b. Hispanic (includes persons of Chicano, Cuban, Mexican or Mexican-American, Puerto Rican, South or Central American, or other Spanish ancestry or descent)
☐ c. Negro or Black (not Hispanic)
☐ d. Northern American indian or Alaskan Native
☐ e. White (not Hispanic)

DOB 6 — DATE OF BIRTH — MONTH | DAY | YEAR

AGE 7 — PRESENT AGE

PLB 8 — PLACE OF BIRTH — CITY (Do not abbreviate) | STATE OR FOREIGN COUNTRY (Do not abbreviate) | FCI ☐

MNA 9 — MOTHER'S NAME AT HER BIRTH — First | Middle | Last (Her maiden name)

FNA — FATHER'S NAME — First | Middle | Last

PNO 10 — a. Has a Social Security number card ever been requested for the person listed in item 1? ☐ YES(2) ☐ NO(1) ☐ Don't know(1)

b. Was a card received for the person listed in item 1? ☐ YES(3) ☐ NO(1) ☐ Don't know(1)

▶ IF YOU CHECKED YES TO A OR B, COMPLETE ITEMS C THROUGH E; OTHERWISE GO TO ITEM 11.

SSN — c. Enter the Social Security number assigned to the person listed in item 1. ☐☐☐–☐☐–☐☐☐☐

NLC — d. Enter the name shown on the most recent Social Security card issued for the person listed in item 1.

PDB — e. Date of birth correction (See Instruction 10 on page 2) — MONTH | DAY | YEAR

DON 11 — TODAY'S DATE — MONTH | DAY | YEAR

12 — Telephone number where we can reach you during the day. Please include the area code. — HOME | OTHER

ASD — WARNING: Deliberately furnishing (or causing to be furnished) false information on this application is a crime punishable by fine or imprisonment, or both.

IMPORTANT REMINDER: WE CANNOT PROCESS THIS APPLICATION WITHOUT THE REQUIRED EVIDENCE. SEE PAGE 1.

13 — YOUR SIGNATURE

Needs instruction __________

____
Evaluators Signature

100% on all items __________

TEACHER WORKSHEET

FOLLOWING ORAL DIRECTIONS

PURPOSE: Assess student's ability to follow oral instructions

MATERIALS:

- Picture of 5 objects
- Student Rating Scale - Following Oral Directions
- Tape player or radio
- Pencil and paper

INSTRUCTIONS:

1. Record student's responses on Teacher Worksheet. Before asking each question, remind the student to wait until you say "begin" before doing task.

CRITERIA: Teacher judgment on individual items.

Items 1-7, instruct student on items missed.

Item 8 indicates how many sequential oral instructions student can follow.

Item 9 indicates students ability to separate specific sounds from background noise.

Name ______________________________

Date ______________________________

STUDENT RATING SCALE

FOLLOWING ORAL DIRECTIONS

TASK	YES	NO
1. "Raise your hand above your head." (over)		
2. "Hide your hands below your chair." (under)		
3. "Draw an imaginary line from one side of the table to the other." (across)		
4. "Raise your left hand."		
5. "Point to the bottom right corner of the paper."		
6. Show student a picture of 5 objects and ask which is third.		
7. Ask student to listen to entire question before answering. "When painting a picture you should do which before and which after?" (Have student listen to both and tell "before" and "after") "Gather your paints" (before) "Clean up." (after)		
*8. Say to student: "I am going to give you several sets of instructions. Please wait to start until I say 'begin', after each set." Give the following oral directions. [# in ( ) indicates # of directions in sequence] a. "Go to the door. Begin." (1) b. "Walk around the table and then sit in your chair. Begin." (2) c. "Stand up, push in your chair, and then go to the door. Begin." (3)		

Following Oral Directions (cont'd)

TASK	YES	NO
d. "Go to the ____________ and get the _______, bring them into the room and set them on the table. Begin." (4) e. "Listen to the directions carefully. Do not do anything until I say, begin. Write your name in the middle of the page. Put the date in the upper right corner, and the time in the lower left corner. Write the number 100 in the top left, and the last letter of the alphabet in the bottom right corner. Begin." (5) f. "I am going to say some names. Please repeat them in the same order I say them. Wait until I say begin." (Say 6 names) Ex: "Smith, Anderson, Jones, Miller, Edwards, and Olson. Begin." (6) g. "Please repeat the colors I say in the same order I say them. Wait until I say begin." (Say 7 colors and have the student repeat them in order.) Ex: "Yellow, blue, green, red, pink, purple, and and orange. Begin." (7) *Circle the highest number of directions followed.		
9. "Tell me how many taps I make. Wait until I nod that I am done." Have student tell how many taps he/she hears. a. (Pause). (Turn radio, television, record, tape, or cassette player at normal or slightly higher than normal volume. Hum or sing. Tap a glass, vase or metal container four times with a pencil. Be sure that the pupils cannot see your four tapping motions. Continue the extraneous sounds, then lower the volume, and stop humming or singing.) "How many taps did you hear?" b. (Pause). (Increase the volume, start humming or singing, and make seven fast tapping sounds. Continue the extraneous sounds, then lower the volume.) "How many taps did you hear?"		

Instruct student on item(s)

Evaluator's Signature

TEACHER WORKSHEET

FOLLOWING WRITTEN DIRECTIONS

PURPOSE: Determine if students can follow written directions.

MATERIALS:
- Student worksheet - Written Directions
- Paper
- Pencil
- Books on a table/desk
- One of student's school books
- Paper markers (2)

INSTRUCTIONS:

1. Lay out a number of books on a table.
2. Give the student the Student Worksheet - Written Directions.
3. Make sure that the student has a clean sheet of notebook paper and a pencil.
4. DO NOT READ the directions to the student but you may identify words that the student does not know if he/she asks.
5. Student should read one set of directions and carry out before going to the next item.
6. Staple sheet of paper used to do work to copy of student worksheet - Written Directions.

CRITERIA: 100% accuracy on each item.
Instruction should begin at the level in which student is not able to obtain 100% accuracy.

Name ______________________________

Date ______________________________

STUDENT WORKSHEET

FOLLOWING WRITTEN DIRECTIONS

Please do the following when your teacher says "begin."

Read the first directions and do everything it asks. Then do the same with the following four sets of directions. If you need to, you may ask your teacher for help.

Directions:

1. Take a clean, lined sheet of paper from your notebook.
2. Write your name in the left hand corner.
3. Write numbers 1 through 10 on the left side in a column. Skip two lines between the numbers.
4. Go to the table and count the books. Write the number of books next to number 1 on your sheet of paper.
5. Take out one of your school books. Put a paper marker on page 10, put another paper marker on page 30. Take the book to your teacher. Tell your teacher you are done. Return this sheet and the paper you wrote your answers on to your teacher. Go back to your seat and sit down.

____
Beginning level of instruction

____
Evaluator's Signature

TEACHER WORKSHEET

IDENTIFY STRATEGIES FOR GAINING JOB RELATED INFORMATION

PURPOSE: Assess student's knowledge for obtaining job related information

MATERIALS:
- Pencil
- Student worksheet - Gaining Job-Related Information

INSTRUCTIONS:

1. Have the student complete the Student Worksheet alone or with as much help as needed by you to understand the directions. Answers may be given orally if necessary.

2. Examples of correct answers for #1 and #2 are listed as 1. and 2. Other answers may be correct in your setting. Appropriate additions to this list may be made by you.

   General answers for #3 and 4 are listed. Students may give more concrete ones that should be accepted even if several fit under one of these general answers.

CRITERIA: 85%

Answers to Student Worksheet

1. People who can help:

   counselors
   librarian
   teachers

2. Rooms where materials are located:

   counselor's office
   library

3. Things you need to know:

   educational requirements
   wages
   duties performed
   special abilities (manual, clerical, form perception)
   work environments/conditions
   need for new workers/employment outlook

4. Places in community:

   Job Service
   HDC (Human Development
   Corporation
   Guidance Office - CARE
   friends, neighbors
   newspapers
   parents
   window ads

Name ____________________________

Date ____________________________

STUDENT WORKSHEET

IDENTIFY STRATEGIES FOR GAINING JOB RELATED INFORMATION

Write your answers in the spaces provided.

1. List 3 people in your school by the job they do, not by name, who can help you find information about jobs.

______________________________ ______________________________

____

2. What are 2 places (not classrooms) in your school where you could go to find information about jobs?

______________________________ ______________________________

3. List 3 things you should ask about a job you are interested in before you decide to take the job. For example, you will need to know what hours you would have to work.

____

____

____

____

4. List 4 places in the community where you can find information about jobs.

____

____

____

____

Needs instruction ________
(9 points or less)

Does not need instruction _______
(10 points or more)

____
Evaluator's Signature

TEACHER SHEET

USING AN INDEX

PURPOSE: Assess student's skill to locate information in a text by using an index.

MATERIALS:
- Text that contains an index
- A pencil
- Student worksheet - Using An Index

INSTRUCTIONS:

1. The teacher will prepare an assignment from any text written on the student's level that has an index or use the example provided here.

2. The example provided (student worksheet) may be used if the text, Entering the World of Work, second edition, by Kimbrell and Vineyard, is available for classroom use.

3. Teacher needs to fill in blanks in exercise B if not using World of Work.

4. Provide the student with the Students Worksheet - Using an Index

5. Tell the students: "Read the instructions that have been provided for you and write the answers on the sheet." Identify the top or bottom half of the sheet and the places for the answers. Ask: "Do you have any questions?" Answer any questions.

6. "You may now begin. Work as quickly and as accurately as you can."

CRITERIA: 100% accuracy on all questions for competency.

- -

Answers to student worksheet:

1. 230-231
2. 221
3. 250
4. 32
5. 245

Name ______________________________

Date ______________________________

STUDENT WORKSHEET

USING AN INDEX

Directions: Using the index of the book given to you by your teacher, find the page numbers where you will find information on these things.

A. For use with Entering the World of Work, 2nd Edition, Kimbrell and Vineyard.

1. Social security tax - page _______________
2. Buying on credit - page _______________
3. Being absent from work - page _______________
4. Using telephone to call for interview - page _______________
5. Following company rules - page _______________

- -

B. For use with teacher selected book. Your teacher will fill in the blanks on the left side.

1. ________________________________ page _______________
2. ________________________________ page _______________
3. ________________________________ page _______________
4. ________________________________ page _______________
5. ________________________________ page _______________

Needs instruction _________

Does not need instruction _______
(100% accuracy)

____
Evaluator's Signature

TEACHER WORKSHEET

USING THE TABLE OF CONTENTS

PURPOSE: Assess student's skill in finding information via a table of contents.

MATERIALS:
- One copy of student worksheet - Using the Table of Contents
- Pencil
- A copy of a text on the student's reading level

INSTRUCTIONS:

1. Provide the student with the student worksheet - Using the Table of Contents.
2. On item A of the student worksheet, write in the name of the book the student will be using.
3. On item B, number 5 of the student worksheet, write in the subject the student is to locate.
4. Ask the student where the table of contents is located in the book you have given him/her.
5. Tell the student to: "Read the directions that have been provided for you and fill in the blanks with what you feel is the correct answer." The teacher may wish to read the instructions aloud while students read silently.

Suggestion: You may wish to record your answers on this sheet for ready reference.

CRITERIA: 100% accuracy on all questions for competency.

Name ______________________________

Date ______________________________

STUDENT WORKSHEET

USING THE TABLE OF CONTENTS

A. You will be using the book ____________________________________
(Teacher fill in this space)

B. Directions:

1. Turn to the Table of Contents in the book that has been given to you.
2. Using the Table of Contents find the title of the first chapter.
3. Write the title of Chapter 1 on this line ________________________
____.
4. Write the page number on which Chapter 1 begins ________________.
5. Write the beginning page number of the chapter that tells about
________________________________ (page number).
(Teacher fill in this space)

Needs instruction ________

Does not need instruction _______
(100% accuracy)

____
Evaluator's Signature

TEACHER WORKSHEET

OBTAIN NOTES FROM CHALKBOARD/BULLETIN BOARD

PURPOSE: To determine student's ability to obtain pertinent information from chalkboard/bulletin board.

MATERIALS:
- Chalkboard or bulletin board
- Paper/pencil for student
- Words and sentences to write on chalkboard
- Student rating scale - Obtain Notes From Chalkboard/Bulletin Board

INSTRUCTIONS:

1. a. Write a list of 5 words with which the student is familiar on chalkboard/bulletin board.

   b. Ask the student to copy the list of words.

2. a. Write 2 separate sets of directions on the chalkboard/bulletin board. Make sure the students are able to notice they are two separate assignments. Make the directions 3 sentences in length for the first set. Make them four sentences in length for the second set. Write these assignments in a list format.

   The first set of directions should include a step-by-step concrete assignment which includes book name, page number and due date. Example: Turn to page 14 in your math book. Do the odd numbered questions. This assignment is due April 4th.

   The second set of directions should be less concrete. Example: Write a short story. Include a description of the setting. Have at least two people talking to each other. Turn this in on Friday.

   b. Ask the student to copy the information for both assignments from the chalkboard/bulletin board. Do not mention anything about accuracy or abbreviations.

3. Have student explain assignment to teacher's satisfaction.

CRITERIA:
1. All words copied from the list of words must be correctly spelled. (5 points)
2. The information the student needs to complete the assignments must be written down. It can be in abbreviations or some shorthand. The student must be able to tell you what is required by the assignment. The words do not need to be spelled correctly. (7 points)
3. For competency: 4 spelling points.
   6 assignment points.
4. 100% on explanation of assignment.

Name ______________________________

Date ______________________________

STUDENT WORKSHEET

OBTAIN NOTES FROM CHALKBOARD/BULLETIN BOARD

1. Copy the list of words listed on the board.

   1. ______________________________ 4. ______________________________

   2. ______________________________ 5. ______________________________

   3. ______________________________

2. Copy the assignments from the board. Write assignment one on the lines after number 1. Write assignment two on the lines after number 2.

   1. ____

   ____

   ____

   ____

   2. ____

   ____

   ____

   ____

Needs instruction ________________

Does not need instruction ________

Spelling score ____________ (4 needed)

Assignment Score __________ (6 needed)

____
Evaluator's Signature

TEACHER WORKSHEET

COPYING AND PROOFREADING MATERIALS

PURPOSE: To determine student's copying and printed error detection skills.

MATERIALS:
- Pencil
- Student Worksheet - Copying and Proofreading Materials

INSTRUCTIONS:

1. Provide student with worksheet - Copying and Proofreading Materials.
2. Allow the student to use cursive or print as student chooses.
3. Complete each section separately. Read instructions with student before each task to make sure the directions are understood. The teacher may read the directions to student as well as sentences for task #3.

CRITERIA: 100% accuracy on all tasks.
Incorrectly circled words on task 3 are errors.

Answers to task 3 on student worksheet

a. street
b. lives
d. grandmother

Name ______________________________

Date ______________________________

STUDENT WORKSHEET

COPYING AND PROOFREADING MATERIALS

1. Copy the following sentences in the space provided below (Print or use cursive).

   Workers lose their jobs for many reasons. Some of the reasons are not being at work on time and not doing what the boss asks you to do.

   ____

   ____

   ____

   ____

2. Look at the printed copy above and the copy you wrote.

   Do the following:

   a. Compare them to see if they are just alike.

   b. Circle the words on your copy where you made a mistake in copying.

   c. Count the number of copying mistakes you made and write the number at the end of the line.

3. Are you good at noticing spelling errors? Having errors on job applications may cause an employer to choose another person for the job. Circle any words below if they are spelled wrong. You may look the word up in the dictionary.

   a. Mary lives at 1012 High Streek.

   b. John lves at 14 Westwind Court.

   c. My school is on Blue Ridge Lane.

   d. My grandmoter lives at 1516 Crestland Drive.

   e. West Avenue is a long road.

Needs instruction ________________ No instruction needed ____________
(100% accuracy)

____
Evaluator's Signature

TEACHER WORKSHEET

CHARTS, GRAPHS, TABLES, AND DIAGRAMS

PURPOSE: Assess student's skills in reading various visual devices encountered in everyday life.

MATERIALS:
- Student worksheets - Charts, Graphs, Tables, and Diagrams
- Pencil

INSTRUCTIONS:

1. Give student a copy of the 2-page Student worksheet - Charts, Graphs, Tables, and Diagrams.
2. Explain directions to the student.
3. Supervise while student completes the task.

CRITERIA: 100% accuracy for each item.
100% accuracy for test, instruction should be given for concept student has incorrect.

Answers to student worksheet:

1. Right Wrong
2. Right Wrong
3. a. b
   b. a
   c. d
   d. 60
4. 60
5. a. Food
   b. Recreation

Communication 11

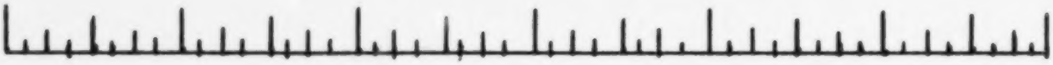
Student ______________________

Date ________________________

STUDENT WORKSHEET

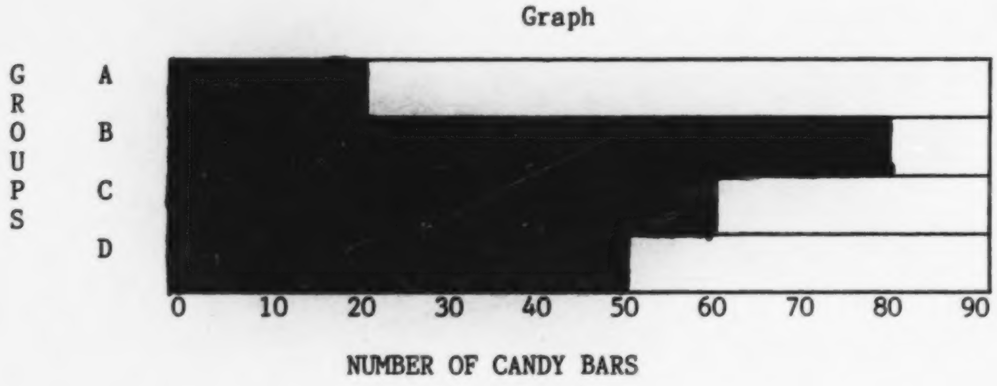
CHARTS, GRAPHS, TABLES, AND DIAGRAMS

1. On the ruler drawn below, draw a circle around the 2 1/4 inch line.



2. On the ruler drawn above, make a "X" on the 5 3/8 inch line.

3. The following is a graph that represents how four groups of students did in selling candy for a school project.



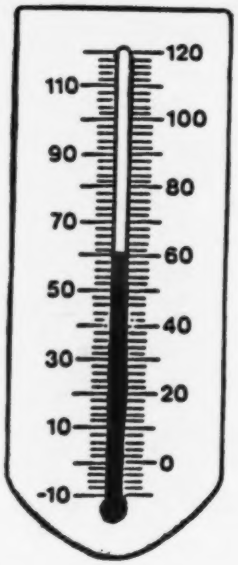
a. Which group sold the most candy bars? ________

b. Which group sold the least number? ________

c. Which group sold 50 candy bars? ________

d. How many candy bars did group C sell? ________

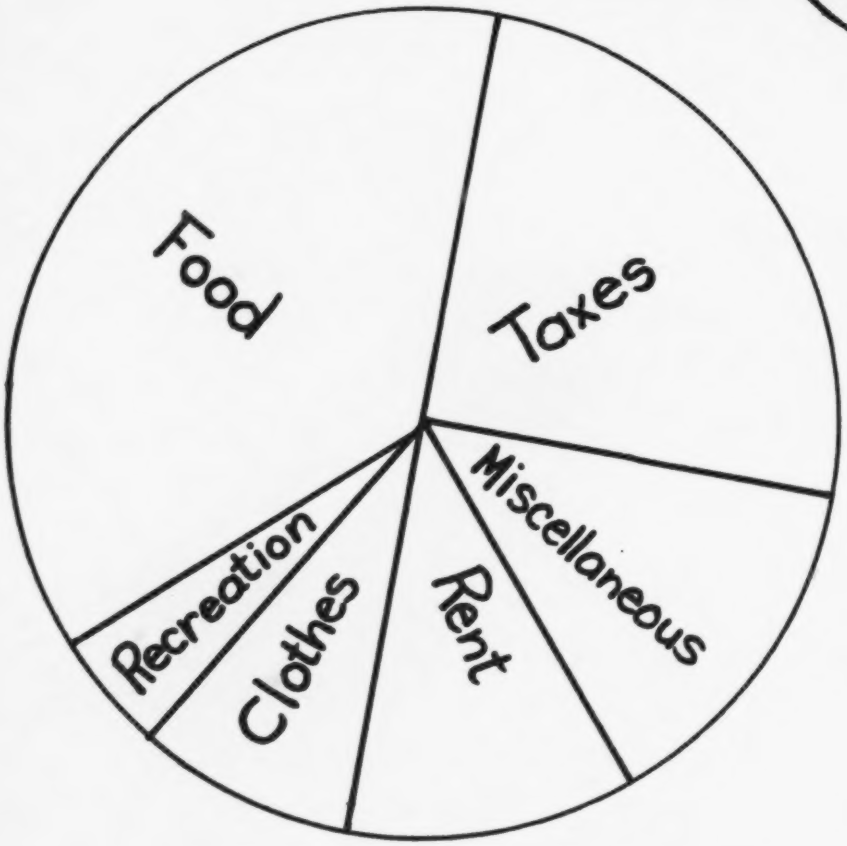
4. This is a picture of a thermometer. How warm is it in the room according to the thermometer? ________



5. This pie chart is often used to show how families spend their money.

   a. What does the family spend the most money on? ________

   b. On what does this family spend the least amount of money? ________



No instruction needed ____________

Needs instruction on items ______
(list those incorrect)

____
Evaluator's Signature

TEACHER WORKSHEET

READ REFERENCE MATERIAL

PURPOSE: Assess student's skill in locating information from reference material.

MATERIALS:
- Pencil
- Student Worksheet - Read Reference Material

INSTRUCTIONS:

1. Give the student a copy of Student Worksheet, Read Reference Material.
2. Tell the student: "Read the directions that have been provided for you and write the information in the blanks on the order form." Ask if he/she has any questions. Teacher may point to the blanks on the order form or read the directions to student if teacher wishes.
3. Once the questions are answered, say: "If there are no (more) questions, you may begin."

CRITERIA: 100% accuracy on each item.
All three items correct to indicate competency.

- -

Answers to problem on student worksheet:

Qty.	Catalog Number	Catalog Page	Description — (Size · Color · Grade Level · Etc.)	Price Each	
1	HU18	92	Electric Pencil Sharpener	22	50
1	SU 47	92	Stapler Remover		75
1	SU 98	92	Eraser Mate Pens · Fine	10	90

Name ______________________________ Date ____________________

STUDENT WORKSHEET

READ REFERENCE MATERIAL

DIRECTIONS:

1. Use the pictures and information below to order the following:
   - a. one electric pencil sharpener
   - b. one staple remover
   - c. one box of eraser mate pens, fine point ____ .
2. Fill in all the blanks on the order form.

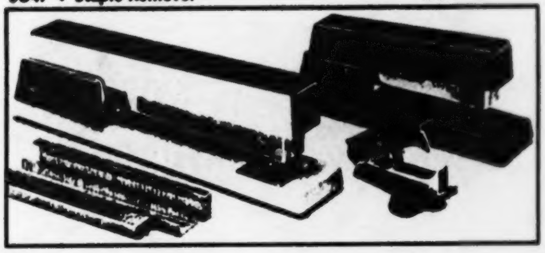
ORDER FORM

Qty.	Catalog Number	Catalog Page	Description — (Size · Color · Grade Level · Etc.)	Price Each		Total	

PAGE

92 Classroom Organization
supplies

SU44 • Stapler
Full size, holds 210 standard staples. 16.80
SU45 • Compact Stapler Holds 105 staples. 8.65
SU46 • Staples Standard size, box of 5000. 1.55
SU47 • Staple Remover .75

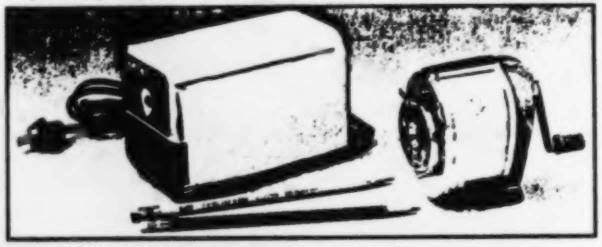


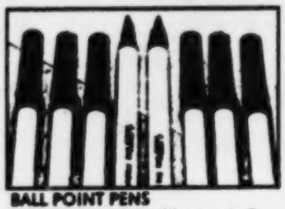
SU10 • Wall Clock
12" electric clock has easy-to-read second hand and clear minute markings. *Mounts on wall.* 24.90
SU23 • Battery Operated Clock
Uses 1 "AA" battery. (not incl.) 24.90
XS7 • One "AA" Battery 1.25

12
1
2
3
4
5
6
7
8
9
10
11

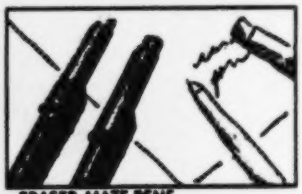
HU18 • Electric Pencil Sharpener
Sharpen all standard size pencils instantly with this compact electric sharpener. Features "pencil stop" to prevent oversharpening. 22.50

SU29 • Pencil Sharpener
3½" heavy-duty metal, adjusts to all pencil sizes. Wall or desk mount. 12.20





BALL POINT PENS
Lightweight and durable pens in 3 colors. *Specify: black, blue or red.* Pens come in boxes of 12.
SU31 • Fine Point Pens 2.40
SU34 • *Medium Point Pens* 2.40



ERASER MATE PENS
Convenient ink pens erase cleanly and easily. *Specify color: black, blue or red.* Pens come in boxes of 12.
SU98 • Fine Point Eraser Pens 10.90
SU93 • Med. Point Eraser Pens 9.90

____
Score

____
Evaluator's Signature

TEACHER WORKSHEET

SPEAK CLEARLY IN A PLEASANT TONE

PURPOSE: Assess student's conversational speaking skills

MATERIALS:
- Book(s) in classroom
- List of 6 words
- Copy of teacher worksheet - Speak Clearly in a Pleasant Tone

INSTRUCTIONS:

1. Speak two or three sentences in a negative tone. Ask the student to repeat the sentences one at a time in a positive manner. Role play this if possible.

2. Give the student a list of 6 familiar or common words and ask student to read them. If student cannot read them, the teacher will then read each word correctly and incorrectly. Have the student identify the correct pronunciation. Teacher should look for clear and correct pronunciation.

3. Using the two activities listed as well as observation of student for a short period of time (1-2 days) rate the student's behavior on the student rating scale. Use generic data collection form to record observation.

CRITERIA: Minimum of 5 YES and 1 SOMETIMES

Name ______________________________

Date ______________________________

STUDENT RATING SCALE

SPEAK CLEARLY IN A PLEASANT TONE

	RESPONSE	YES	NO	SOMETIMES
1.	Student recognizes difference between negative and positive spoken words.			
2.	Student distinguishes correct pronunciation of words.			
3.	Student uses positive tones when speaking to others.			
4.	Student speaks at voice level appropriate for situation.			
5.	Student is courteous when speaking to others.			
6.	Student pronounces words distinctly (not "lazy" in pronunciation).			

SCORE ______________________

Needs instruction ______________________

Does not need instruction ______________
(5 yes, 1 sometimes)

____
Evaluator's Signature

TEACHER WORKSHEET

USE AND COMMUNICATE ON THE TELEPHONE

PURPOSE: Assess student's basic telephone skills needed for everyday living.

MATERIALS:
- Student Worksheet - Use and Communicate on the Telephone
- Pencil
- Local telephone directory
- Telephone (may be toy)

INSTRUCTIONS:

1. Provide the student with materials that will be needed and answer any questions.

2. On question 6, provide a second chance with an alternative situation if student misses first attempt. Examples are calling a friend to have lunch together or calling to set up a job interview.

CRITERIA:

1. Items 1-5 and 7-8 should be scored as correct only if each is 100% correct.

2. Number 6 should indicate that the key message is delivered in an appropriate style.

3. 100% accuracy on all items; 14 points possible.

Answers to student worksheet:

1. as appropriate
2. 911
3. a. __________
   b. __________
   c. __________
   d. __________
4. ______________
5. ______________
6. response must be specific enough for understanding
7. 406
8. a.
   b.
   c.

Name ______________________________

Date ______________________________

STUDENT WORKSHEET

USE AND COMMUNICATE ON THE TELEPHONE

Directions: Write your answers in the space provided.

1. Does your community have a 3 digit number to call for emergencies?
   Yes ____ No ____

2. Most communities have this 3 digit number. What is it? ____________

3. Use the local phone directory to find the phone numbers below.

   a. Ambulance ____________________________

   b. Fire ________________________________

   c. Police ______________________________

   d. Directory Assistance ________________

4. Write your home phone number. ____________________

5. Write the name of the person and his/her telephone number you are to call if you need something when your parent(s)/guardian(s) are not at home.

   ____
   person   number

6. a. Write out (or tell your teacher) what you would say if you had to call work to say you are too sick to come that day. You may write on the back of this paper.

   b. Write out (or tell your teacher) what you would say on the phone if your house was on fire.

7. Your cousin Bill lives in Montana. His phone number is 527-1693. Look up his area code in the local telephone directory.______________

8. Show your teacher how you would use the phone to call someone using each of the following ways.

   a. Direct Dial   b. Person to Person   c. Collect

Score ____________________________

Does not need instruction _________   Needs instruction ______________
(13 points or less)

____
Evaluator's Signature

TEACHER WORKSHEET

USING THE DICTIONARY-SPELLING

PURPOSE: Assess student's skill in using a dictionary to check correct spelling of words.

MATERIALS:
- Student Worksheet - Using the Dictionary-Spelling
- Dictionary
- Pencil

INSTRUCTIONS:

1. Give student copy of Student Worksheet - Using the Dictionary-Spelling.

2. Ask student to use a dictionary to check the spelling of the words on the worksheet.

3. Tell the student that if the word is spelled correctly, he/she is to leave the space empty. If the word is spelled incorrectly, he/she is to write the correct spelling.

4. The teacher may pronounce the words for the student.

CRITERIA: Each word is to be spelled correctly.
100% accuracy on all items needed to establish proficiency.

Answers to student worksheet:

1. training
2.
3.
4. interest
5. ability

Name ____________________________

Date ____________________________

STUDENT WORKSHEET

USING THE DICTIONARY-SPELLING

Directions:

1. Use a dictionary to check the spelling of each word shown below.
2. If the word is spelled correctly, leave the blank space empty and go to the next word.
3. If the word is spelled wrong, write the correct spelling in the space provided.

---

1. trainng ____________________
2. security ____________________
3. wages ____________________
4. interst ____________________
5. abiliti ____________________

Needs instruction _______________

Does not need instruction _______
(100% accuracy)

____
Evaluator's Signature

TEACHER WORKSHEET

USING THE DICTIONARY-DEFINITIONS

PURPOSE: Assess student's skill in finding definitions in a dictionary.

MATERIALS:
- A Webster's Dictionary
- Pencil
- Student Worksheet - Using the Dictionary-Definitions

INSTRUCTIONS:

1. Provide student with a copy of the Student Worksheet - Using the Dictionary - Definitions. You may use the example provided or develop one of your own.

2. Tell students: "Read the directions that have been provided for you and write the definitions in the space beside each word. Do you have any questions?"

3. Answer any questions the student may have regarding testing procedure. Once questions are answered, say: "If there are no questions, you may begin."

CRITERIA: Each word must be defined to the teacher's satisfaction. All three definitions must be correct to determine competency.

Name ______________________________

Date ______________________________

STUDENT WORKSHEET

USING THE DICTIONARY-DEFINITIONS

These words all have something to do with jobs and work.

Directions: Using the dictionary provided, find the definition that has something to do with working.

A. Vocational ______________________________

____

____

____

B. Career ______________________________

____

____

____

C. Exploration ______________________________

____

____

____

Needs instruction ______________

Does not need instruction ________
(100% accuracy)

____
Evaluator's Signature

TEACHER WORKSHEET

WRITE OR PRINT LEGIBLY

PURPOSE: Assess student's skill in writing and printing

MATERIALS:
- Pencil/pen
- Sample of student writing
- Student Worksheet - Write or Print Legibly

INSTRUCTIONS:

1. Get a sample of the student's writing and printing. Have the student state if his writing and printing are good or poor and circle the words that are hard to read.
2. Give student samples of good and poor printing and writing. Using either the printed or cursive selection have the student identify which is good and which is poor and then tell why.
3. Instruct the student to circle the hard to read words in the poor selection.

CRITERIA:

1. Student should have no more than 3 difficult to read words on his/her own hand written selection. If student is not able to recognize his/her handwriting as poor then instruction is needed.
2. Student should be able to determine poor handwriting and difficult to read words.

Name ____________________________

Date ____________________________

STUDENT WORKSHEET

WRITE OR PRINT LEGIBLY

1. Below are 2 paragraphs written by a good writer and a poor writer. Put an "X" on the line next to the one that is poor writing or printing. Tell your teacher why you think it is poor writing or printing.
2. Circle the words that are hard to read in the poorly written one.

"Say Dad, can I have the paper?"
"Yes, but why do you want it?"

"Dad, what do I need to take with me when I look for a job?"

- -

Jim turned to the want ads and read each of them. "Here is one," he said to himself.

"Well Jim, you will need your social security number, name and address of person who will give you a recommendation."

Needs instruction ________________

Does not need instruction ________

____
Evaluator's Signature

Numerical 1

Name ______________________________

Date ______________________________

TEACHER WORKSHEET
(Student Rating Scale)

APPLY BASIC MEASUREMENT CONCEPTS

PURPOSE: Assess student's skill in using everyday measurement concepts.

MATERIALS:
- Teacher Worksheet - Apply Basic Measurement Concepts
- Pencil
- Thermometer and another gauge (any that does not measure temperature)
- Metric and English ruler
- Two objects of different weights
- Two objects of different sizes, lengths, and widths

INSTRUCTIONS:

1. Teacher will check "R" for right or "W" for wrong on each student.

CRITERIA: Each question is either right (R) or wrong (W). Student should score 5 of 7 to meet proficient status.

	R	W
1. Give student a metric and English ruler. Tell him/her to: "Show me which ruler measures metric units."		
2. Give student a thermometer and another gauge. Tell him/her to: "Show me which one measures temperature (hot and cold)."		
3. Give student two objects of different weights: Tell him/her to: "Tell me which of these is heavier."		
4. Read the following statement to the student: "Mike weighs 70 pounds. Jack weighs 90 pounds. Who weighs less?"		
5. Give student two objects of different sizes. Tell him/her to: "Tell me which of these objects is bigger."		
6. Using the objects used in #5, tell student to: "Tell me which is longer."		
7. Using the objects used in #5 and 6, tell student to: "Tell me which object is wider than the other."		

Needs instruction ________________

Does not need instruction
__________ (5 points)

____
Evaluator's Signature

Name ______________________________

Date ______________________________

TEACHER WORKSHEET
(Student Rating Scale)

TELL TIME

PURPOSE: Assess student's skill in time related activities.

MATERIALS: • Student Worksheet - Tell Time

INSTRUCTIONS:

1. Give student the Student Worksheet to complete questions 1 and 2. Instruct student not to write on the worksheet. Ask student to tell you his/her answers.

2. Teacher uses Teacher Worksheet to ask questions and record responses for all tasks.

CRITERIA: 100% accuracy for all items.

Give student a copy of Student Worksheet for questions 1 and 2.

1. Ask student to tell you what time it is on each of the three clocks.

   a. 1:10 b. 3:00 c. 4:55
   (10 after 1) (5 to 4)

2. Ask student to tell you what time the numbers mean on the worksheet.

   a. 6:00 b. 2:45 c. 10:20

3. Have student count by 5's up to 55. (count as one point)

4. Ask student, "When do you eat your last meal of the day? a.m. or p.m.?"

5. Ask student, "When do you get up, a.m. or p.m.?"

CORRECT	INCORRECT

Needs instruction ______________
Does not need instruction __________
(9 points)

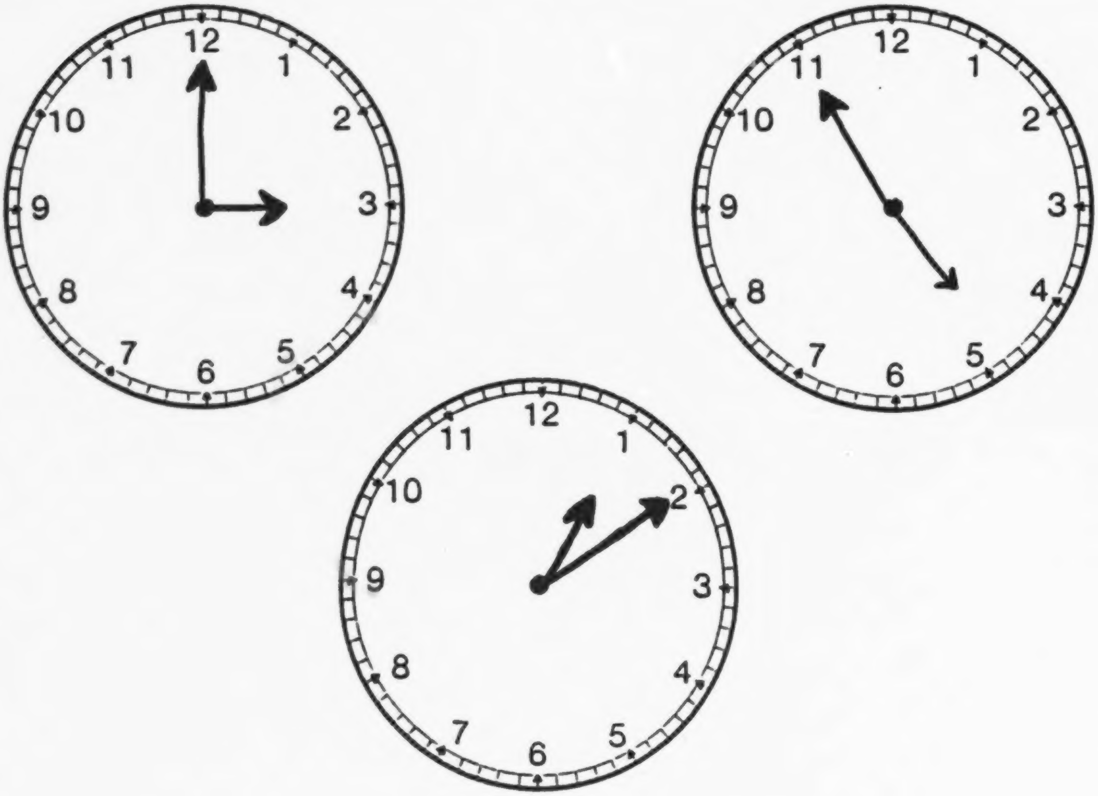
____
Evaluator's Signature

STUDENT WORKSHEET

TELL TIME

DO NOT WRITE ON THIS SHEET

1. Tell your teacher what time it is on each of the 3 clocks below.



2. Tell your teacher what each of these times mean.

a. 6:00 b. 2:45 c. 10:20

TEACHER WORKSHEET

USE A CALCULATOR

PURPOSE: Assess student's knowledge and skill in using the calculator to compute whole numbers, fractions, and decimals.

MATERIALS:
- Calculator
- Pencil
- Copy of Student Worksheet - Use Calculator

INSTRUCTIONS:

1. Provide the student with materials needed.
2. Read the instructions aloud to make sure the student understands.
3. Teacher may read any word or phrase to student.

CRITERIA: Items are either correct or incorrect. The primary purpose is to determine if student uses correct keys for problem solving. Student should answer 8 of 10 in each section to show competency.

Answers to student worksheet:

I. Knowledge of Function Keys		II. Calculations	
1.	c	1.	8
2.	e	2.	30
3.	a	3.	30
4.	j	4.	1/4
5.	b	5.	2.5
6.	d	6.	3
7.	g	7.	55.44
8.	i	8.	6
9.	h	9.	12,238
10.	f	10.	1/4

Numerical 3

Name ______________________________

Date ______________________________

STUDENT WORKSHEET

USE A CALCULATOR

Directions I: Write the letter of the answer that explains the meaning of the symbol on the line provided.

1. + __________
2. x __________
3. ÷ __________
4. - __________
5. C __________
6. CE __________
7. % __________
8. on __________
9. off __________
10. = __________

a. to divide

b. to take off all the numbers put in and start over

c. to add

d. to take off the last number put in

e. to multiply

f. to get the answer (total)

g. to find the percentage of something

h. to turn off

i. to turn on

j. to subtract

Directions II: Use the calculator to compute the answer to these problems. Write your answer on the space provided.

1. 17 - 9 = __________
2. 5 x 6 = __________
3. 120 ÷ 4 = __________
4. 1/2 + 1/2 = __________
5. 1.6 + .9 = __________
6. 1.8 ÷ .6 = __________
7. 26.4 x 2.1 = __________
8. 75% of 8 = __________
9. 596 + 11,642 = __________
10. 1/2 - 1/4 = __________

Needs instruction ______________

Does not need instruction ________
(8 points)

____
Evaluator's Signature

Name ______________________

Date ______________________

TEACHER WORKSHEET
(Student Response Form)

USE A CALENDAR

PURPOSE: Assess student's knowledge of calendar related terminology.

MATERIALS:
- Teacher Worksheet - Use A Calendar to record student responses
- Student Performance Summary (teacher use): Use A Calendar
- Student Worksheet - Use A Calendar
- Current Calendar

INSTRUCTIONS:

1. Give student copy of student worksheet - Use A Calendar. The student will not write on this sheet.

2. Teacher records student response on this student response form. (2 pages)

3. Teacher will record total performance on student performance summary.

CRITERIA: One hundred percent on each question category (A, B, etc.). Seven YES scores for competency.

I. Please check the student's answers in the space provided.

____ A. Read the following names to the student and ask him/her to point out the correct word from a list of the twelve months.

1.	July	R W	4.	March	R W
2.	December	R W	5.	November	R W
3.	August	R W			

____ B. Read the following names of the month and ask student to point out the correct abbreviation from a list of the twelve abbreviations.

1.	Feb	R W	4.	Nov	R W
2.	Apr	R W	5.	Mar	R W
3.	Sept	R W			

CALENDAR-Student Response Form Continued

____ C. Read the following names of the days of the week and ask student to point out the correct word from a list of the seven days.

1. Monday R W
2. Thursday R W
3. Wednesday R W
4. Tuesday R W
5. Sunday R W

____ D. Read the following names of the days of the week and ask student to point out the correct abbreviation from a list of the seven abbreviations.

1. Sat R W
2. Mon R W
3. Sun R W
4. Thur R W
5. Tues R W

____ E. Choose five numbers from 1 through 31 from a current calendar and ask student to state what the number is.

1. R W
2. R W
3. R W
4. R W
5. R W

____ F. Ask what _______ means. Student defines position and relation to numbers. Record if student's response is correct.

1. First R W
2. Twenty-second R W
3. Tenth R W
4. Eighth R W
5. Thirty-first R W

____ G. Give the student a calendar for the current month. Ask student to point out/mark the following on the calendar.

1. Friday R W
2. Tuesday R W
3. 21st day of the month R W
4. The second Wednesday of the month R W
5. Two weeks and three days after the second day R W

____
Evaluator's Signature

Numerical 4

Name ______________________________

Date ______________________________

STUDENT PERFORMANCE SUMMARY

(TEACHER USE)

USE A CALENDAR

INSTRUCTIONS:

1. Rate the performance of the student on each of these skills.

TASK	YES	NO
A. Identifies names of months of the year		
B. Identifies abbreviations of months		
C. Identifies names of days of the week		
D. Identifies abbreviations of days		
E. Identifies numbers from 1-31		
F. States meaning of terms first, second, third, etc. through thirty-first		
G. Finds day of week when given a date (questions 1 & 2) Finds date when given the day (questions 3 & 4) Finds future date when given beginning date and duration (question 5)		

Score ________________

Needs instruction _________

Does not need instruction _________
(7 yes scores)

____
Evaluator's Signature

STUDENT WORKSHEET: USE A CALENDAR

A.

January
October
June
March
August
February
November
May
April
July
December
September

B.

Dec
Apr
Nov
Mar
June
Sept
Jan
Oct
May
Feb
Aug
July

C.

Tuesday
Saturday
Monday
Friday
Sunday
Wednesday
Thursday

D.

Fri
Thurs
Tues
Sun
Wed
Mon
Sat

Name ______________________________

Date ______________________________

TEACHER WORKSHEET
(Student Rating Scale)

SOCIAL AND WORK BEHAVIORS

Cooperates With Peers	Respects Others' Property
Cooperates With Authority	Cares for Work Area

PURPOSE: Rate student's behavior relating to peer and authority figures.

MATERIALS: • Copy of Student Rating Scale - Social and Work Behaviors.

INSTRUCTIONS:

1. Rate the student on each section based on observed behaviors for one week.
2. Rate one or more sections at a time.
3. Make 5 observations of each behavior.
4. Look for behavior at appropriate time. Mark if student is either doing or not doing behavior.

CRITERIA: Four out of 5 observations must be yes on each item. Instruct students on all items that do not meet criteria.

Name ______________________________

SOCIAL AND WORK BEHAVIORS

A. COOPERATES WITH PEERS	XXXXX	XXXXX
	YES	NO
1. Works with small groups		
2. Shares materials/supplies furnished for tasks		
3. Makes requests by saying "please", "thank you", etc.		
4. Speaks in pleasant tone of voice		
5. Accepts help from others		
6. Distinguishes when task should be done cooperatively		
7. Gives help to persons needing it		
8. Apologizes without being told to do so		
9. Compliments/praises others for job well done		
B. COOPERATES WITH AUTHORITY/ACCEPTS SUPERVISION	XXXXX	XXXXX
	YES	NO
10. Does tasks when given		
11. Does tasks as instructed/follows directions		
12. Accepts praise by saying "thank you"		
13. Accepts criticism as way to do better		
14. Works alone		
15. Volunteers information to solve problems		
16. Asks for help when needed		
C. RESPECTS OTHERS PROPERTY	XXXXX	XXXXX
	YES	NO
17. Borrows materials only with permission		
18. Returns borrowed materials when finished		
19. Returns borrowed materials in same condition received		
D. CARES FOR WORK AREA	XXXXX	XXXXX
	YES	NO
20. Puts away tools, materials, supplies		
21. Disposes of debris		
22. Straightens desks, tables, chairs, etc.		

Need instruction on items ______________

Does not need instruction ______________
(4 out of 5 observations
must be yes on each item)

____
Evaluator's Signature

TEACHER WORKSHEET

HYGIENE AND GROOMING

PURPOSE: Determine specific hygiene and grooming performance of each student.

MATERIALS: • Copy of Student Rating Scale - Hygiene and Grooming

INSTRUCTIONS:

1. Rate the student based on one week. Observe each item on a minimum of three separate days. Record your perception of the student's performance on the generic data collection form for the tasks listed on the Student Rating Scale.

2. Record on the student rating sheet either the "yes" or "no" for each trait based on information recorded on the generic form.

CRITERIA: Two out of three observations must be yes on each item.

Student should have 8 YES for Hygiene and 9 YES for Grooming to be considered proficient.

Instruct student on all items in which he/she is not proficient.

Name ____________________________

Date ____________________________

TEACHER WORKSHEET

(Student Rating Scale)

HYGIENE AND GROOMING

A. HYGIENE	YES	NO
1. Bathes/showers regularly		
2. Uses deodorant/anti-perspirant daily		
3. Washes hair (hair appears clean)		
4. Washes hands (hands appear clean)		
5. Cleans fingernails		
6. Brushes teeth at least daily		
7. Covers mouth when sneezing and coughing		
8. Uses/disposes of tissue properly		
9. Blows nose quietly and privately		
10. Cares for feet to avoid odor		
B. GROOMING	**YES**	**NO**
1. Clothes are clean and neat		
2. Student's clothing is appropriate for the occasion		
3. Patterns in clothing go together		
4. Clothes are color-coordinated		
5. Hair is combed or brushed daily (or more often if needed)		
6. Student's shoes are clean (polished, if appropriate)		
7. Clothes fit properly		
8. Student uses makeup sparingly		
9. Nails are trimmed		
10. Student shaves as needed (face, legs, underarm)		
11. Student stands and sits up straight		

Needs instruction on items ______________

Score: Hygiene_____

Grooming_____

____
Evaluator's Signature

Name ______________________________

Date ______________________________

TEACHER WORKSHEET
(Student Rating Scale)

DRESS APPROPRIATELY

PURPOSE: Assess student's understanding of appropriate clothing to be worn in specific situations.

MATERIALS: • Teacher Worksheet - Dress Appropriately

INSTRUCTIONS:

1. Ask student the following questions.

CRITERIA: Teacher judgment based on area where student lives and accepted procedures in the community
Section I. 3-adequate, Section II. 4-adequate

TASK	RESPONSE		COMMENT
	ADEQUATE	INADEQUATE	
I. What clothing would you wear:			
a. out in cold snowy weather			
b. in rainy weather			
c. to the beach/swimming			
d. to go shopping			
e. to go to a special dance/party			
Score			
II. What clothing would you wear:			
a. to talk with someone about getting a job			
b. to work in the front office of a bank			
c. to work in an auto repair shop			
d. to work in a fast foods restaurant like McDonalds			
Score			

Needs instruction 1._____2._____

Does not need instruction _____

____
Evaluator's Signature

Work 1

Name ______________________________

Date ______________________________

TEACHER WORKSHEET
(Student Rating Scale)

ARRIVE ON TIME

PURPOSE: To establish a baseline of student's punctuality and completing tasks on time.

MATERIALS:
- A copy of Teacher Rating Scale - Arrive on Time

INSTRUCTIONS:

1. Keep a daily record on the student for one week to establish baseline. Then spot check twice a week for three weeks.

2. Read the chart below, mark punctuality under the day of the week, and check in the "YES" or "NO" column.

CRITERIA: A "YES" check indicates 90% compliance.
No more than five tardies on entire check sheet.

Key for marking: mark the times the student is on time.

	WK 1					WK 2					WK 3					WK 4					MEETS CRITERIA	
	M	T	W	TH	F	M	T	W	TH	F	M	T	W	TH	F	M	T	W	TH	F	YES	NO
Arrives at school on time																						
Returns from recess/lunch on time																						
Turns assignments in on time																						
Completes assignments prior to turning in																						
Returns on time when using hall passes																						

Needs instruction ________________
(5 or more tardies)

Does not need instruction ________

____
Evaluator's Signature

Name ______________________________

Date ______________________________

TEACHER WORKSHEET
(Student Rating Scale)

DEMONSTRATE ATTENDANCE

PURPOSE: To determine student's pattern of school and class attendance

MATERIALS:
- Worksheet depicting student's previous 4 quarters of school attendance

INSTRUCTIONS:

1. Chart the student's attendance according to the teacher or main office records.
2. Compare the student's attendance for this school year's first, second, third and fourth quarters.

CRITERIA: Meets school policy for acceptable attendance.

QUARTER

	I	II	III	IV
Excused				
Unexcused				
% Days Attended				

Comment on extended absences if needed (e.g., illness)

____
Evaluator's Signature

TEACHER WORKSHEET

ORGANIZATIONAL SKILLS

PURPOSE: Determine student's demonstrated organizational behaviors.

MATERIALS:
- Copy of Student Rating Scale - Organizational Skills
- Teacher Worksheet - Organizational Skills

INSTRUCTIONS:

1. Observe the student for a minimum of 3 times a day during the period of one week.
2. Rate the student's performance on each of the following twelve tasks.
3. Check either the "YES" or "NO" column of the student rating scale for each of the twelve tasks.

CRITERIA:
1. Score individual items subjectively. A guide for possible use on some items would be for teacher to observe student performing the task 2 out of 3 times.
2. A student should have a minimum of 9 "YES" scores.

Name ______________________

Date ______________________

STUDENT WORKSHEET

ORGANIZATIONAL SKILLS

TASK	YES	NO
1. Orally states why organizational skills are needed		
2. Orally states how to organize tasks		
3. Demonstrates how to organize tasks		
4. Sequences steps in tasks		
5. Puts tasks in order of importance		
6. Distinguishes between like and unlike activities		
7. Develops a daily checklist		
8. Uses a daily checklist		
9. Develops a time schedule for daily tasks		
10. Uses time schedule for daily tasks		
11. Organizes workspace		
12. Organizes assignments		

Needs instruction ______________

Does not need instruction ________
(9 yes)

____
Evaluator's Signature

TEACHER WORKSHEET

WORK INDEPENDENTLY WITH MINIMAL SUPERVISION

PURPOSE: Determine how well student works independently with minimal supervision.

MATERIALS:
- Copy of Student Rating Scale - Work Independently with Minimal Supervision
- Timer for teacher use
- Teacher constructed tasks

INSTRUCTIONS:

1. Construct 4 tasks. Each task should require a different type of activity or skill (e.g., reading, writing, physical construction and/or combination).
2. Time the student to see how long he/she remains on task in each activity. Do not let the student know he/she is being timed.

CRITERIA: A "YES" score means the student has met the time limit 3 out of 4 times on the task.

Name ______________________

Date ______________________

STUDENT WORKSHEET

WORK INDEPENDENTLY WITH MINIMAL SUPERVISION

TASK	YES	NO
1. Student understands directions given		
2. Student attends to tasks for minimum of 5 minutes		
3. Student attends to tasks for minimum of 10 minutes		
4. Student attends to tasks for minimum of 15 minutes		
5. Student attends to tasks for minimum of 20 minutes		
6. Student remembers directions until task completed		

Teacher Comments:

Begin instruction at ____________
minute level

Does not need instruction _______

____
Evaluator's Signature

Name ______________________________

Date ______________________________

TEACHER WORKSHEET
(Student Rating Scale)

SAFETY

PURPOSE: Assess students knowledge and practices relating to healthful and safe living.

MATERIALS:
- Student Worksheets 1 & 2
- Copy of Student Rating Scale - Safety Hazards 1 and 2

INSTRUCTIONS:

1. Ask student the following questions. Do not have them write or mark on the sheets.

CRITERIA: Each question has separate criteria.
Question 1: Student must identify and explain 8 hazards.

Questions 2-7: Each question must be answered with 100% accuracy.

For entire assessment all criteria must be met on all questions.

TASK	NUMBER OF QUESTIONS	
	CORRECT	INCORRECT
1. Material - Student Worksheet - Safety Hazard 1. Ask student to point to and explain as many hazards as they can in the picture provided - Criteria: 8 correct		
2. Material - Student Worksheet - Safety Hazard 2, Question 1. Ask student to read the list of safety words and/or phrases.		
a. poison		
b. keep out of reach of children		
c. combustible		
d. danger - high voltage		
e. may be fatal or cause blindness if swallowed		
3. Explain why each word or phrase is considered dangerous.		
a. poison		
b. keep out of reach of children		
c. combustible		
d. danger - high voltage		
e. may be fatal or cause blindness if swallowed		

Name ______________________________

SAFETY contd.

TASK	NUMBER OF QUESTIONS	
	CORRECT	INCORRECT
4. Material - Student Sheet - Safety Hazard 2, Question 2. Ask student to tell what is wrong in each picture.		
a. pulling plug by the cord		
b. pills where baby can reach them		
c. putting knife in toaster while it is plugged in		
d. touching electrical hair dryer and water tap		
5. If you were on fire what would you do? (roll on floor or ground to smoother flames)		
6. Why should you keep some foods such as opened tuna fish, mayonnaise and meat in the refrigerator? (to keep them from spoiling and growing poisons)		
7. Why should you wash your hands and utensils after working with raw meat? (because all meats carry salmonella germs)		

Needs instruction ______________

Does not need instruction ________
(100% on all items)

____
Evaluator's Signature

TEACHER WORKSHEET

SAFETY HAZARDS 1

INSTRUCTIONS:

Define hazard prior to assessment. Say to student:

1. Tell me, and point to what is dangerous in this picture.
2. Tell me why it is dangerous.

STOVE:

1. Measuring cup too small for back burner.
2. Pot ready to boil over - burner too high.
3. Pot holder out from stove.
4. Pot handle out from stove.

WOMAN:

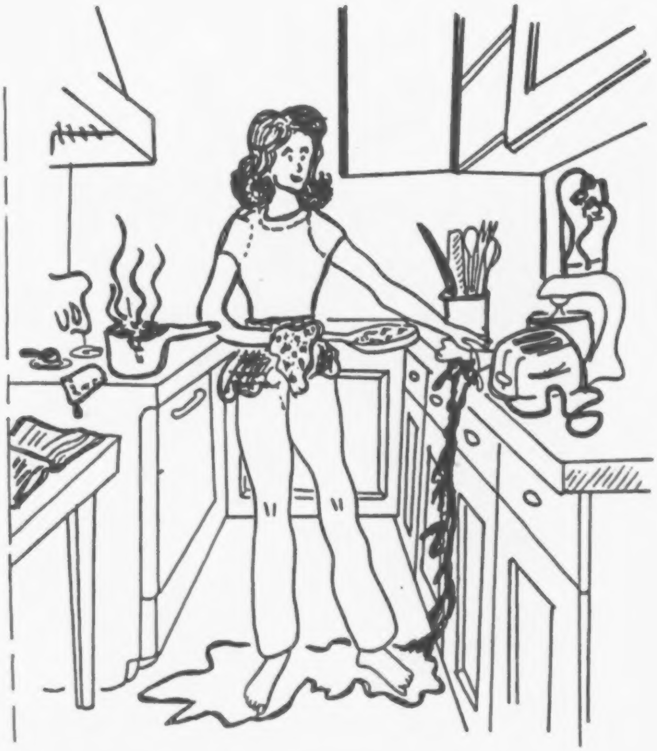
1. Holding hot pan with apron.
2. Putting arm over hot pan.
3. Reaching to toaster while standing in water; and looking where reaching.
4. Barefoot in kitchen while cooking (can slip, get electrocuted).

CUPBOARD:

1. Top door open - hit head.
2. Knife blade pointing up and out.
3. Too many plugs in outlet.
4. Water next to toaster and/or mixer.

FLOOR:

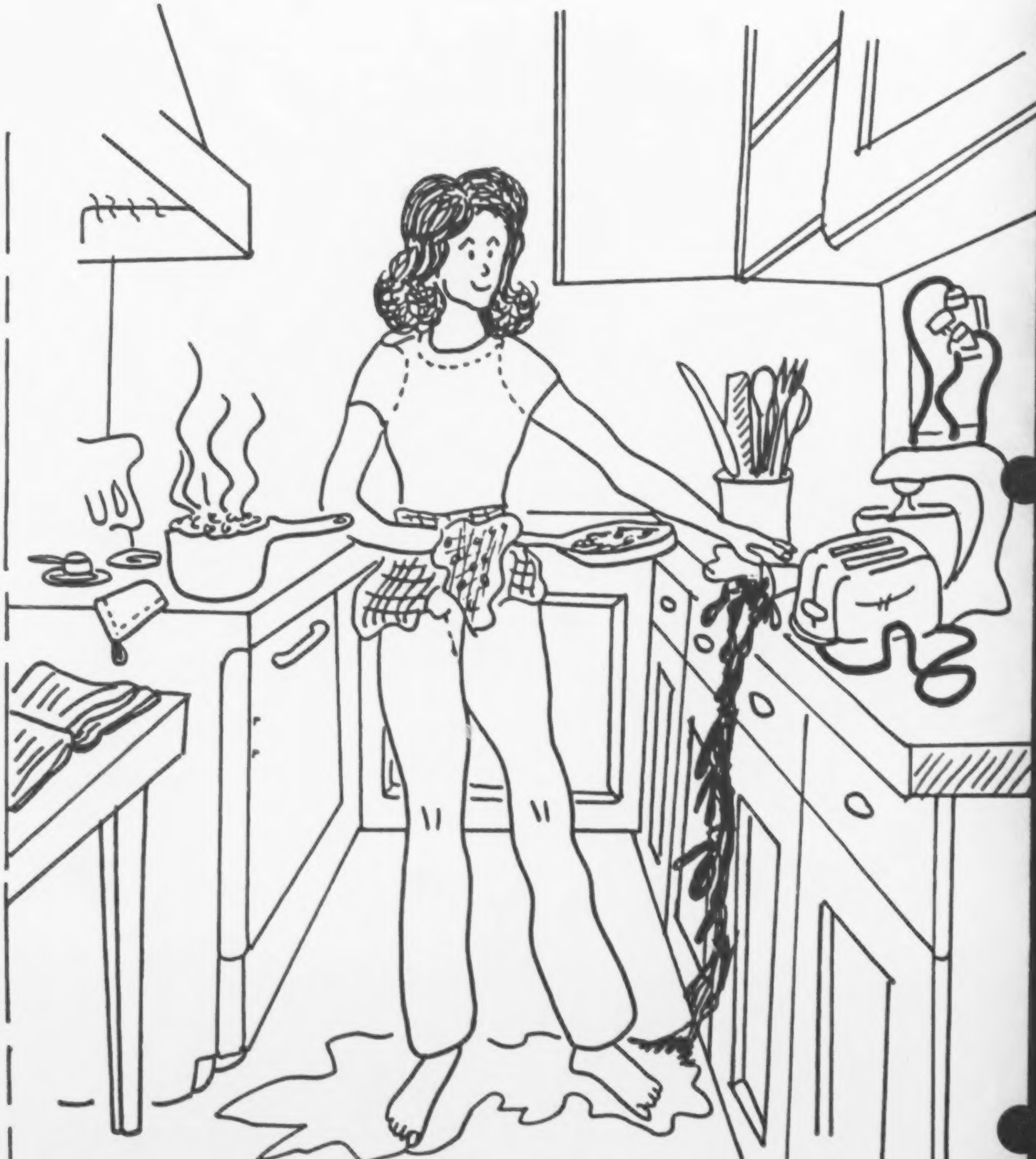
1. Water on floor.



STUDENT WORKSHEET

DO NOT WRITE ON THIS SHEET

SAFETY HAZARDS 1



STUDENT WORKSHEET

DO NOT WRITE ON THIS SHEET

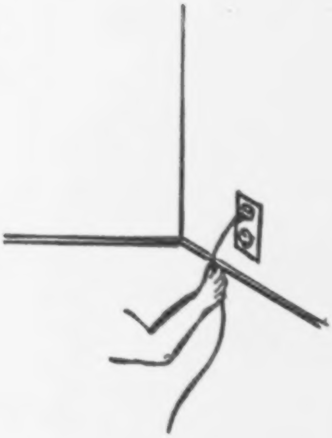
SAFETY HAZARDS 2

1. Please read the following lists of words and phrases:

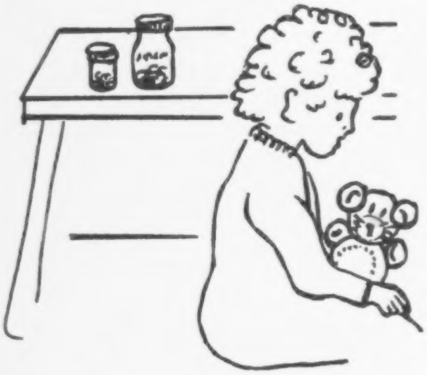
   a. poison
   b. keep out of reach of children
   c. combustible
   d. danger - high voltage
   e. may be fatal or cause blindness if swallowed

2. Tell your teacher what is wrong in each of the pictures shown below:

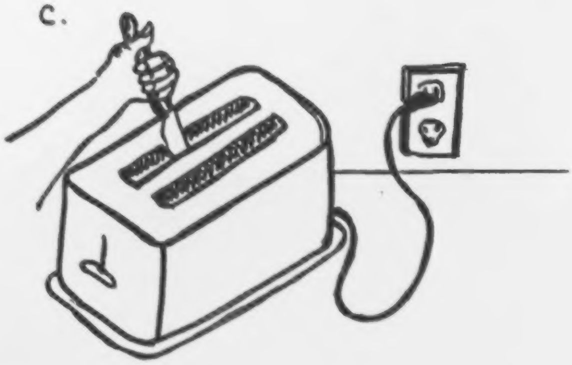
a



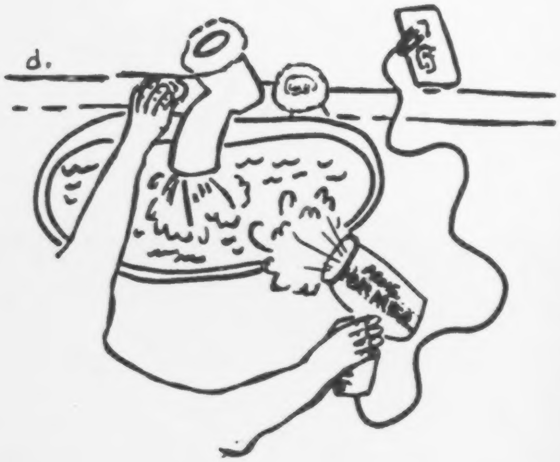
b.



c.



d.



HOW TO USE INSTRUCTIONAL MATERIALS

The assessment and curriculum guide provides instructional modules for the employability/study skills. While these modules are designed to assist the teacher in remediating a student's deficit they should not be the sole resource for instruction.

The modules consist of four components: task analysis sheets, instructional directions, worksheets, and bibliographies.

Task Analysis Sheets

The task analysis sheet contains the sequential steps necessary to become competent in a specific skill. The information recorded on this sheet will provide the data to develop IEP goals and objectives. As each step is completed the date of completion is written in the first column on the left. At some date in the future (1 month to 2 years) the instructor may wish to recheck the student's retention of a skill. This recheck date should be written in the second column from the left. A column for pertinent teacher observation and notes has been provided on the right.

Instructional Directions

Following the task analysis sheets are the instructional directions for teaching each of the steps in the task analysis sheet. It should be understood that these directions are suggested beginnings only and it is expected that the instructor will continue to develop additional instruction until a student has mastered a step on the task analysis before going to the next step. Instructions are given for each task analysis step. In the right column are materials, prepared worksheets and resources needed to teach each section. Any books and materials listed should be available in most school districts. In case they are not available, a bibliography with publishing information is included at the end of each module.

Worksheets

Worksheets were developed to assist in instruction. They will be found directly behind the instructional directions. They are numbered according to task analysis steps and instructional direction numbers. For example a worksheet marked B4 would indicate it is to be used with task step B, instructional number 4.

Worksheets were designed to be duplicated for use by student and teacher. IMPORTANT: Worksheets were meant to be used by the student under the direction of the teacher. They are *not* meant to be handed to a student to be completed by them and turned in at a later time. The worksheets, when done with the instructor's supervision, allow him/her to assess the student's grasp of the content as well as approach to the learning task. Misuse of the worksheets will prove frustrating to the student as well as to the teacher.

As teachers begin to use this manual and develop a management system, it is anticipated that they will develop additional instructional modules using the existing format and add them to the manuals.

ACCESS SKILL

STUDENT WILL ASK QUESTIONS WHEN NOT CERTAIN OF PROCEDURE

NAME:

DATE COMPLETED	DATE RECHECKED	TASK ANALYSIS STEPS	TEACHER COMMENTS
		A. Student will review instructions (oral and written) and determine if information is complete. B. Student will list appropriate ways to ask questions when instructions are not complete. C. Student will demonstrate appropriate ways to ask questions when instructions are not complete. D. Student will state ways to ask questions when confronted with situations at home, school, or work in which he/she is unsure of procedure.	

ACCESS SKILL: **ASK QUESTIONS WHEN NOT CERTAIN OF PROCEDURE**

TASK ANALYSIS STEPS: A-D

ACTIVITY	MATERIALS/RESOURCES
TASK A: **Student will review instructions (oral and written) and determine if information is complete.**	
1. Give the student examples of written instructions and have him/her check for information that is clear and understood. Check instructions that are not clear or understood.	Worksheet A1
2. Brainstorm with students types of information they should include when giving oral instruction. Have students develop a list they can keep and refer to when giving and receiving oral instructions.	
3. Role play situations where students give appropriate and/or inappropriate instructions. Have class use the newly developed checklist to see if the instructions included everything on the list.	
TASK B: **Student will list appropriate ways to ask questions when instructions are not complete.**	
1. Brainstorm with students ways in which to ask questions when they are not sure of procedure.	
2. In a one-on-one role play have students demonstrate appropriate ways to ask for information or help when they are not clear about what is to be done. Have one group of students write down responses that are not appropriate.	
3. Students should review Worksheet B3 and cross out inappropriate responses. Discuss why the items are inappropriate. Role play them if desired.	Worksheet B3
TASK C: **Student will demonstrate appropriate ways to ask questions when instructions are not complete.**	
1. Role play ways to ask questions when instructions are not clear. Sit in semicircle, teacher will direct the activity by choosing students at random to act out inappropriate as well as appropriate ways to ask clarifying questions.	
TASK D: **Student will state ways to ask questions when confronted with situations at home, school, or work in which he/she is unsure of procedure.**	
1. Using Worksheet D1 have the student read each situation and pick the best solution for the problem.	Worksheet D1
2. Have each student write several situations for which they would like solutions. Place situation statements in shoe box. Using role play techniques, have students demonstrate how they would deal with the problem.	

Worksheet A1

Check directions that are not clear.

____ 1. Open your books to page 82. Read 82-89. Answer questions on 89.

____ 2. Get a piece of paper. Begin your work.

____ 3. Read all material for test. You may begin.

____ 4. Take a piece of paper. Fold it in half. Fold it in half again.

____ 5. Write down all information needed.

____ 6. Go to the door, knock three times, turn around, and return to your seat.

____ 7. Tell your friend what you should do.

____ 8. Work math problems on pages 6-7. When you finish, turn in your paper.

Worksheet B3

1. Raise hand.

2. Stand in chair and wave.

3. Wait until teacher calls on you.

4. Whistle and snap fingers.

5. Speak loudly without permission.

6. Complain about the assignment. Say things like, "I don't understand", "I'm not going to do this", or "Just forget it!"

7. Ask teacher politely to explain directions.

8. Poke the student next to you and ask him/her how to do the assignment.

9. Throw assignment on floor and refuse to do the work.

10. Get out of seat, go to teacher and demand his/her help with the assignment.

Worksheet D1

Pick the best solution.

1. Your teacher has given you directions that you do not understand. You should:

   (a) Get out of seat and yell at him/her to help you.
   (b) Raise hand and wait for his/her help.
   (c) Snap fingers.
   (d) Poke student next to you.

2. You go to Hardee's for an application. You should:

   (a) Walk to the front of the line and ask for an application.
   (b) Demand to see the manager.
   (c) Wait your turn, when you get to the counter politely ask for an application.
   (d) Have your mother pick up the application.

3. When you get home you want to ask your mom if you can go skating. She is on the phone. You should:

   (a) Wait for her to finish her call before asking her.
   (b) Tap her on the shoulder asking her if you can go.
   (c) Take the phone from her and tell her you are going.
   (d) Slam the door until she gets off the phone, then ask her.

4. Your teacher has asked you to finish your math assignment. You have forgotten what the assignment was. You should:

   (a) Not do anything.
   (b) Work the problems you think are the ones he/she wanted you to do.
   (c) Ask the teacher after he/she sees your raised hand and nods.
   (d) Close your book and put your head down.

5. Your dad wants you to clean out the garage. He said, "Do a good job!" You begin but realize you don't know what to keep and what to throw away. You should:

   (a) Straighten things you are sure about and forget the rest.
   (b) Go back to your dad and ask him politely how he would like things done.
   (c) Go out with your friends and not worry about it.
   (d) Go back to your dad and tell him it's too hard and that you are not going to do it.

6. You are at an interview. The employer asks you to describe your strengths and weaknesses. You should:

   (a) Tell him/her to the best of your ability about each.
   (b) Lie; tell him/her you have no weaknesses.
   (c) Tell him/her you don't have to.
   (d) Tell him/her you don't know.

ACCESS SKILL

STUDENT WILL DEMONSTRATE THE ABILITY TO COMMUNICATE EFFECTIVELY WITH EMPLOYERS, CO-WORKERS AND THE PUBLIC

NAME:

DATE COMPLETED	DATE RECHECKED	TASK ANALYSIS STEPS	TEACHER COMMENTS
		A. Student will identify basic elements of good business communication. B. Student will state why good communication is necessary on a job. C. Student will identify and demonstrate appropriate non-verbal communication on the job. D. Student will demonstrate good listening behaviors. E. Student will demonstrate good speaking behaviors. F. Student will realize that there are different levels of communication on the job. G. Student will realize that different levels of communication, and different work situations, have different rules and formalities. Students will realize that they need to listen and observe in order to figure out what is appropriate communication on a particular job. H. Student will role play effective communication with customers, co-workers, and supervisors.	

ACCESS SKILL: **DEMONSTRATE THE ABILITY TO COMMUNICATE EFFECTIVELY WITH EMPLOYERS, CO-WORKERS AND THE PUBLIC**

TASK ANALYSIS STEPS: A-H

ACTIVITY	MATERIALS/RESOURCES
TASK A: **Student will identify basic elements of good business communication.**	
1. Teacher activity: Teacher defines good business communication as "the art of sending or receiving business messages that are understood." Teacher explains that ideas are sent in a variety of ways. Examples: Speaking: "Peter, please close the door." Writing: A postcard telling you about your friend's vacation, a work order form telling the carpenter what to do, a menu telling the customer what food is available, a "No Smoking" sign, an ad in the newspaper. Non-verbal: Teacher asks class to tell what he/she is trying to communicate: Teacher motions for a student to stand up; teacher uses facial expression and body language to show anger; teacher points out that students are sending non-verbal messages right now. "John looks bored," "Susan looks tired," etc. Student activity: Divide students into pairs. Have students try as many different ways as possible to send the same message.	
2. Teacher activity: Teacher points out that we receive messages in a variety of ways. We hear spoken messages, read written messages, and observe non-verbal (body language) messages. Have students explain how they received the messages sent to them in the previous activity.	
Student activity: Ask students to identify the senders and receivers in the messages on Worksheet A2, "Identifying Message Senders and Receivers."	Worksheet A2
3. Teacher points out that it is not enough to send and receive messages. Messages must also be understood. Teacher gives example of not understanding by saying something to the class in a foreign language (or gibberish). Was the message sent? (yes) Received? (yes) Understood? (no) Communication that is not understood is not effective. Have a disscussion with students about why messages are frequently sent and received, but not understood (i.e. differences in meanings of words, unfamiliar slang, incomplete information, assuming someone remembers or has experienced something when he/she hasn't.).	
TASK B: Student will state why good communication is necessary on the job.	
1. Teacher has students brainstorm for reasons why communication is important on the job. Teacher asks students to imagine what school would be like if nobody communicated at all. What problems would result? Would the work get done? Also imagine what a restaurant, hospital or department store would be like without communication.	

ACTIVITY	MATERIALS/RESOURCES
TASK B: CONTINUED	
2. Given a written work order or order from customers in a restaurant, students discuss the importance of written communication.	
TASK C: Student will identify and demonstrate appropriate non-verbal communication in a work situation.	
1. Teacher points out that we are always communicating. Even when we don't use words, we are saying things non-verbally. Over half of our communicating is usually done without words. Teacher points out that students are non-verbally communicating with him/her now. For example: John looks tired, as he's lying with his head on his desk. Susan looks interested, as she is leaning toward me slightly and has frequent eye contact. Teacher asks students to show an emotion to a partner without using words. Partner guesses the emotion. Teacher asks what made him/her guess that emotion. Teacher points out that we communicate with our: facial expressions eye contact (or lack of it) body posture gestures physical closeness/distance from someone Teacher gives examples of each of these and asks students to guess what he/she's communicating.	
2. Teacher has students do activity sheet on "Communicating Non-verbally." Answers may be different, as there is more than one possible meaning. Teacher points out that one non-verbal behavior may have different meanings. The meaning is not always understood by others. Teacher points out that in most situations our body language is what people respond to and believe. Some psychologists say "Body language does not lie." If the message we say in words is different than what our body language says, people believe the body language. For example: A boy tells the store detective that he did not steal a model plane. All the time he is talking the boy looks down at the floor instead of looking the detective in the eye. Will the detective believe the boy? Why not? In good communication, body language must match the message. Have students role play situations where body language doesn't match. For example: Susan tells her boyfriend John, "I'm so mad at you," but she has a sweet smile on her face. Will John believe that she is mad?	Worksheet C2
3. Role play and discuss problems/constructive criticism with the boss at work.	
TASK D: Student will be able to demonstrate good listening behaviors.	
1. Teacher defines elements of good listening and discusses why they are important. Elements of good listening are:	

ACTIVITY	MATERIALS/RESOURCES

TASK D: CONTINUED

maintain eye contact
don't interrupt
acknowledge message by responding to speaker verbally or non-verbally
have appropriate posture and manners (don't yawn, burp, slouch)
maintain appropriate physical distance from speaker
observe speaker's non-verbal communication

Have students use checklist to rate partner's listening behavior during class.

2. Discuss with students the importance of checking their listening. Role play situations such as taking a customers order and what to do if you are not sure you got it right. (Repeat order and ask if it is correct or ask the customer to repeat.)

TASK E: Student will demonstrate good speaking behavior.

1. Teacher defines elements of good speaking behavior and gives examples:
   eye contact
   clear speech
   appropriate tone of voice for the situation
   appropriate volume
   appropriate physical distance
   verbal and non-verbal messages match
   good posture

Have students use checklist to evaluate teacher's speaking behaviors.

Worksheet D1

Have students each stand up and tell where they work and what their job duties are (or tell their three favorite hobbies, etc.). Other students rate them on speaking using the checklist.

TASK F: Student will realize that there are different levels of communication on the job.

1. Teacher writes on the board the different levels of communication on the job.

boss ⇄ customer (patient, student)
↑↓ ↑↓
employee employee

Teacher has students identify the different levels in different work situations.

Work Place	Employee	Supervisor	Customer
school	teacher	principal	students
hospital	nurse's aid	________	________
gas station	attendant	________	________
department store	sales clerk	________	________
restaurant	waiter/waitress	________	________

ACTIVITY | MATERIALS/RESOURCES

TASK G: Student will realize that different levels of communication, and different work situations, have different rules and formalities. Students will realize that they need to listen and observe in order to figure out what is appropriate communication on a particular job.

1. Teacher points out that different work places have different ways of addressing the supervisor, customers and co-workers. Teacher asks students how they think one should probably address each of these in the following work places:

Work Place	Co-workers	Supervisor	Customer
hospital			
school			
gas station			
department store			
restaurant			

Under the heading of co-worker in a hospital the student may answer that they would address a fellow nurse's aid by their first name. A supervisor should be addressed by titles such as Mr., Mrs., Dr., etc. Customers (or patients) should be addressed as instructed by the supervisor.

2. Also, if students have jobs, have them discuss how they address co-workers, supervisors, and customers. Discuss the differences. Reinforce the idea that one needs to listen and observe to figure out what is correct.

3. Read the following situations to the students. Tell them that they are to imagine that they are a new employee that has just arrived for the first day on the job. Ask them to determine what to call the supervisor or customer in each situation.

   a. You have been hired as a dietary aide delivering meals to patients. When you get to work, a co-worker says: "Our supervisor, Mrs. Jones, said for you to come to her office." What should you call the supervisor?

   b. You have been hired as a service station attendant at a gas station. When you get to work you ask where to find the manager. Another employee says, "You can find Joe Brown in his office behind the shop." What should you call your supervisor?

   c. You have been hired at a nice dress shop to keep track of the clothing customers try on in the dressing rooms. The sales clerk, Mary Gray, is older than your mother. What should you call her?

   d. You are a receptionist at a dentist's office. An elderly gentleman, Peter Jones, is waiting to see the dentist. On his chart he is always referred to as Mr. Jones. You go to tell him it is his turn to see the dentist. How do you address him?

   e. You are hired as a brick layer on a large construction job. When you get there, you ask another worker for the boss. He says, "Jack is over in that trailer." You walk into the trailer and ask to see him. The secretary says, "Have a seat. Mr. Smith will be out in a moment." What should you call the boss?

ACTIVITY	MATERIALS/RESOURCES
TASK H: Student will role play effective communication with customers, co-workers, and supervisors.	
1. Discuss some "do's" and "don'ts" in getting along with customers, co-workers, and supervisors. Write the do's and don'ts on the board. Let students role play the following situations wrong, then write a script on how to do it right. Videotape them in both situations.	

Communicating with Customers

DO	DON'T
Greet customer with a friendly smile. Look friendly and alive.	Be rude.
Be polite and courteous.	
Try and help customer get what he/she needs.	Ignore the customer
Use good English.	Use slang or swear words. Say "yes", not "yeah".
Thank the customer. Say goodbye.	

Do customer role plays. Use speaking and listening evaluations sheet as well as the above criteria to evaluate role plays.	Worksheet H1a

Communicating with Co-Workers

DO	DON'T
Be friendly. Greet co-workers with a smile.	Put others down.
Call co-workers by name.	Gossip.
Accept criticism. Use it to improve your job performance.	Be bossy.
Help co-workers.	Blame others for your mistakes.
Ask for help when you need it.	

Do role plays on communicating with co-workers. To evaluate, have students use speaking/listening worksheet, and the do's and don'ts on the board.	Worksheet H1b

Communicating Effectively with the Supervisors

DO	DON'T
Greet supervisor politely. Address supervisor correctly.	Call supervisor by first name unless he/she has instructed you to or other employees do.
Accept orders graciously. Be sure you understand instructions correctly. Ask questions if needed.	

ACTIVITY		MATERIALS/RESOURCES
TASK H: CONTINUED		
DO	DON'T	
Do the job asked as soon as possible.	Procrastinate (put off doing it).	
Accept suggestions and criticisms graciously.	Sulk, be sarcastic, or blame others for your mistakes.	
Discuss why employees need to communicate effectively with supervisors: supervisors have the power to hire and fire employees need to communicate with supervisors in order to know what needs to be done and how		
Do the role plays on getting along with supervisors. Have students evaluate role plays using the speaking/listening sheet and the do's and don'ts from above.		Worksheet H1c

Worksheet H1a

ROLE PLAYS

To use role plays, teacher asks (or appoints) students to volunteer for the employee and other roles. Teacher then gives the role play slips to each student. Other students rate role players, using the speaking/listening evaluation (worksheet B1) and the criteria written on the board.

Communicating with Customers Role Plays

Employee: Cashier at a grocery store. You are checking out a customer's groceries. The total bill is $56.98.	Customer: You open your checkbook to write a check to pay for your groceries. You discover you are all out of checks. You only have $3.98 in cash.
Employee: Waiter/Waitress in a restaurant. You take a man's order. You forgot to ask him how he wants his steak done and what kind of dressing he wants on his salad.	Customer: You are in a hurry. Act impatient with the waiter/waitress.
Employee: Salesclerk in a jewelry shop. Several young kids come in to look at watches and jewelry.	Customers: (need two or three) You are kids who want to try to shoplift a watch. Two of you try to distract the salesclerk while the third person takes the watch.
Employee: Waiter/Waitress. You serve soup to a customer.	Customer: When you taste your soup it is cold. You want the waiter/waitress to bring your soup hot.
Employee: Nurse's aide in a hospital.	Patient: Your back really hurts from sitting in the same position. You call the nurse's aide and ask him/her to adjust your pillows.
Employee: Stock clerk at a grocery store.	Customer: You want to buy some bagels, but you can't find them. You ask the clerk for assistance.

Worksheet Hla (continued)

Communicating with Customers Role Plays

Employee: Food service short order cook	Customer: You ordered your eggs sunny side up and soft, but the waiter/waitress brought them to you hard. You can't find your waiter/waitress, so you take your eggs to the cook's counter and demand to have some eggs cooked the way you asked.
Employee: Auto mechanic	Customer: You just had your radiator fixed at the cost of $120 two days ago. Now your radiator is overheating again. You are angry because you think the mechanics did not fix it correctly. You take it back to the repair shop and ask to see the mechanic that fixed it.
Employee: Nurse's aide in a hospital	Patient: You are being operated on tomorrow. You are feeling lonely and scared. You call the nurse's aide and ask for a drink of water, but what you really want is to talk. You are afraid you might die tomorrow during the operation.
Employee: Clerk in a shoe store	Customer: You want to buy a pair of good tennis shoes to go out for track, but you are not sure what kind to buy.

Worksheet H1b

Communicating with Co-workers Role Plays

Employee #1	Employee #2
You are a bookkeeper at a bank. Thank the bank teller you work with for giving you the information you needed to solve some bookkeeping problems.	You are a teller in a bank. Respond to what Employee #1, a bookkeeper, tells you.

Employee #1	Employee #2
You are a salesclerk in a shoe store. Another salesclerk spends a lot of time talking to you about his/her personal problems. This interferes with your waiting on customers. You decide to ask him/her not to talk to you about these problems while you are working.	You are a salesclerk in a shoe store. Respond to what Employee #1, another salesclerk, says.

Employee #1	Employee #2
You are a cook in a restaurant. You have a really hard time reading one of the waiter/waitresses' orders. You ask him/her to write more plainly.	You are a waiter/waitress in a restaurant. Respond to what Employee #1, a cook, says to you.

Employee #1	Employee #2
You are a stock clerk in a grocery store. A large order of canned vegetables came in. The boss asked you and another employee to hurry and set up a display before the store opens. The other employee is working very slowly and talking about the ballgame he/she went to last week. You want him/her to speed up.	You are a stock clerk in a grocery store. You are helping another employee set up a display of vegetables. You are talking about a ballgame you went to last week.

Worksheet H1b (continued)

Communicating with Co-workers Role Plays

Employee #1 You are a plumber putting a sink into a new house. You need help to lift the sink into a cabinet.	Employee #2 You are a construction worker building a new house. Respond to the plumber's request.
Employee #1 You work on an assembly line in a factory. You are new on the job. You cannot figure out how to get one of the machines that punches holes in metal to work.	Employee #2 You are an experienced employee on an assembly line in a factory. Respond to Employee #1.
Employee #1 You work in an office. At break time you are having coffee with other employees who are discussing the new supervisor. What do you do?	Employees #2, 3, and 4 You all work in an office. You just got a new supervisor. You are trading gossip about her.
Employee #1 You work at a store. You and another employee are responsible for getting the store ready to open up. The other employee always arrives late which leaves all the work to you. Talk to him/her about it.	Employee #2 You work at a store. You are supposed to arrive early to get the store ready to open. You are always late.

Worksheet H1c

Communicating with Supervisors Role Plays

Employee: You work in a paint store. You have just finished unpacking a large order of paint and stacking the cans in a display.	Supervisor: You tell the employee that the large order of paint he/she has just unloaded and stacked is in the wrong place. Tell him/her that he/she will need to move them.
Employee: You are a sacker in a grocery store. You just finished sacking 10 bags of groceries for a very pushy customer.	Supervisor: A customer comes and complains that his/her grocery bags broke because the sacker did not double bag them as he/she requested. You talk to the sacker about this.
Employee: You work in a cafeteria where you need to time in and out on a time clock. You often forget to clock out.	Supervisor: An employee you supervise at the cafeteria frequently forgets to clock out. Talk to the employee about this.
Employee: You like to talk on the phone a lot to your friends and family. Sometimes you do this during working hours.	Supervisor: You need to tell the employee not to talk on the phone except during break times. He/she has been making too many personal phone calls during working hours.
Employee: Your supervisor has been asking you for two days to file some work orders which you keep putting off doing.	Supervisor: You have been asking the employee to file some work orders for two days. This employee frequently puts off doing jobs he/she does not like. Talk to the employee about this.

Worksheet H1c (continued)

Communicating with Supervisors Role Plays

Employee: You work in a dress shop. Your supervisor has told you to thank customers and tell them you hope they will shop here again. You ring up a sale and tell the customer thanks.	Supervisor: You have instructed salesclerks in you dress shop to ring up a sale, thank customers, and ask them to come again. This salesclerk rings up a sale and only says thanks.
Employee: You are an orderly/nurse's aide in a hospital. White shoes are part of your uniform. You wear them but never polish them.	Supervisor: This orderly/nurse's aide never polishes his/her white shoes which are part of the uniform. Also you notice that he/she seldom smiles at patients or makes small talk with them. Talk to him/her about this.
Employee: You are a waiter/waitress in a busy restaurant. Your boss is telling you to clean the milk machine, but you have lots of customers still waiting to order. You do not have time to clean the machine.	Supervisor: Ask the waiter/waitress to clean the milk machine now.

RESOURCES FOR TEACHING EFFECTIVE COMMUNICATION ON THE JOB

Life Skills Attitudes on the Job
by M. M. Brewner, et al.

Education Design, Inc.
47 West 13th Street
New York, NY 10011

This workbook covers being honest on the job, attendance, willingness to work, accepting orders, getting along with others, following directions, treating customers well, improving job getting skills. This workbook is practical and easy to read.

Communication Skills for Succeeding in the World of Work

McKnight Publishing Company
Bloomington, IL 61701

Part I: Getting Along with People on the Job
Covers remembering people's names, communicating non-verbally, sensitive listening, being friendly on the job, etc.

Part II: Speaking on the Job
Covers using standard English, slang, and working language, speaking clearly, speaking and job success, etc.

Communicating at Work
by John W. Williams and Steven Eggland

Southwestern Publishing Company
West Chicago, IL

This workbook covers topics such as the importance of communicating at work, communicating to employers, with customers, and with fellow employees. This workbook specifically covers communication in offices, but the activities can be applied to other areas.

ACCESS SKILL

STUDENT WILL FILL OUT A QUESTIONNAIRE/APPLICATION FORM AND WRITE LEGIBLY

NAME:

DATE COMPLETED	DATE RECHECKED	TASK ANALYSIS STEPS	TEACHER COMMENTS
		A. Student will demonstrate an understanding of vocabulary: Personal Information, Education and Training, Work History, Health Record, and Reference words. B. Student will demonstrate his/her ability to interpret abbreviations used on application forms/questionnaires needed to fill out these forms. C. Student will identify and tell the difference between questions on a form needing factual responses and questions needing opinion responses. D. Student will identify and tell the difference between parts of a form needing open-ended responses and parts needing close-ended responses. E. Student will identify topic areas on a questionnaire/application form: Personal Data, Educational Background, Work Experience, Military, Medical History, Skills, References, General Information. F. Student will organize informational resources in the order they appear on a form. G. Student will fill out a questionnaire/application form from top to bottom using informational resources. H. Student will write neatly and legibly on forms. I. Student will review a completed questionnaire/application form and determine if it is complete and accurate.	

ACCESS SKILL: APPLICATION FORM

TASK ANALYSIS STEPS: A-I

	ACTIVITY	MATERIALS/RESOURCES
TASK A:	Student will demonstrate an understanding of form vocabulary: Personal Information, Education and Training, Work History, Health Record, and Reference words.	
1.	Show the students several questionnaires or application forms (2-3) and have them compare how they look (show on an overhead or have copies of forms for each student). Give the students 5-10 minutes to examine the forms. Then, as a group, brainstorm how the forms are alike and different. The teacher would list all ideas on the board.	Worksheet A1 a-d Getting Applications Right Forms in Your Future My Job Application File
2.	Give each student a sample application form. Have him/her circle all unfamiliar terms or phrases. Then, as a group, list them on the board.	Worksheet A1 a-d, A2
3.	Introduce words or phrases (5 at a time) by writing them on the chalkboard or on an overhead. Have the students make a "Form Vocabulary Dictionary" in which they copy each new word or phrase. Next, have them write a definition for each word or phrase and use each one in a sentence.	Worksheet A3
4.	The teacher or students could put the words or phrases on index cards with definitions on the back to be used as flash cards. Students could work in pairs and quiz each other.	Index cards
5.	Have small groups of students make a card game for each group of words/phrases (personal information words, education and training words, etc.). List words or phrases on one set of cards and definitions on another set. The game could then be played like "Fish."	Worksheets A2, A3 Index cards
6.	Divide the class in small groups. Give each group 5-10 terms. Ask each group to plan a skit in which all of their terms are used.	
7.	Review terms with students by playing a game similar to Bingo. Give students cards with "form" words or phrases listed in each box (cards divided into 16 boxes). As each term is called out, have students place a marker on the appropriate box. The first person to have four terms marked in a row (across, down, diagonally) calls out "Word-1." That students must then define or explain each term he/she has marked in order to win the game.	Worksheet A1, a-d Poster board Magic markers Construction paper (to be cut up for markers) or beans could be used Ruler Scissors
8.	Give each student an application form. Have them circle all words or phrases in a given category on the sample form. Then have students exchange papers and check them.	Worksheet A1, a-d
9.	Use a Cloze procedure to review vocabulary with students. Give students worksheets containing sentences with words or phrases left out. Read each sentence to the group and have the students fill in the blanks. Follow-up: Using the student's "Form Vocabulary Dictionary", parents or friends could make up cloze sentences for the student to practice at home.	Worksheet A9a Top "Form Vocabulary Dictionary" (student-made)

ACTIVITY	MATERIALS/RESOURCES
TASK A: CONTINUED	
10. Have the students work on "Word Find" Puzzles with application vocabulary hidden in them. Follow-up: Have students make their own "Word Find" puzzles to take home and have family members complete. Parents could ask their child to define or explain each term they include in the puzzle.	Worksheet A9b Bottom Job Application Language
11. Have students work in pairs. Assign each pair a list of words and phrases from a specific category. Have them scramble the letters of each word or phrase and put them on a ditto. Worksheets can then be run off for classmates to do.	"Form Vocabulary Dictionary" (student-made)
12. Have students fill out one portion of an application form containing terms from a particular category they have just studied (personal information words, education and training words, etc.).	Worksheets A12 a-b Worksheets A1 a-d Application Forms
TASK B: Student will demonstrate his/her ability to interpret abbreviations used on application forms/questionnaires needed to fill out these forms.	
1. Within each vocabulary area (Personal Information Words, Education and Training Words, Work History Words, Health Record Words, References Words), list specific words/phrases and ask students to come up with possible abbreviations. Then make a list of correct abbreviations and have students add them to their "Form Vocabulary Dictionary." They may want to list correct abbreviations by words or phrases in the dictionary. Follow-up: Student could circle abbreviations in the "Want Ad" section of the newspaper and then discuss the correct word or phrase each stands for with family or friends.	Worksheet B1 Newspapers ("Want Ad" sections) Getting Applications Right My Job Application File Forms in Your Future
TASK C: Student will identify and tell the difference between questions on a form needing factual responses and questions needing opinion responses (i.e. "why I want the job?" etc.).	
1. Have a class discussion about the difference between fact and opinion. The teacher should define the two terms and give examples of each. Then have students brainstorm examples in each category and list on the board: Fact/opinion. Next, present students with pairs of questions (factual and opinion). Have them put an "F" by factual questions and an "O" by opinion questions. Let them check their answers with a key. Follow-up: Have each student make up 3 fact and 3 opinion questions to ask family members.	Worksheets A1 a-d Forms in Your Future My Job Application File Getting Applications Right
2. Role play activity: In front of the class, have students interview each other. Have one student ask factual questions from a form and the other student ask opinion questions. (Prior to role playing in front of the class, the students should circle their questions on a form and have the teacher "OK" them.)	Worksheets A1 a-d

ACTIVITY	MATERIALS/RESOURCES
TASK D: Student will identify and tell the difference between parts of a form needing open-ended responses (questions for which the respondent develops his/her own answers) and parts needing close-ended responses (questions for which answers have been provided from which respondent makes a selection).	
1. Give each student a sample form to refer to. Have a group activity in which the teacher gives an example of a question needing an open-ended response. Then have students go down the form and find other examples. List on the board under "Open-ended" responses. Next, do the same activity for questions needing close-ended responses.	Worksheets A1 a-d
2. Working in groups, have students develop a list of clues to tell whether a question needs an open or closed response. Have each group present their clues to the class.	
TASK E: Student will identify topic areas on a questionnaire/application form: Personal Data, Educational Background, Work Experience (History), Military Experience, Medical History, Skills, References, General Information.	
1. Divide the class into small groups. Give each group several forms to examine and ask them to come up with categories for filling in information. Then have each group present their categories to the class - list the categories on the board.	Worksheets A1 a-d Magic Markers *Forms in Your Future* *My Job Application File* *Getting Applications Right* *Job Application Language*
2. List topic areas on the board. Assign a different color to each category. Give each student a sample form and have him/her use colored markers to mark each category accordingly. (The students do not have to fill in any information on the form. They just need to identify by color-code each topic area.)	
3. Class project: Divide the class into groups. Have each group research sample forms for ideas and then make up questions within an assigned topic area. Next, combine all topic areas on a big piece of poster board. (Categories could be color-coded.) The class would then have a large sample form.	Poster board
TASK F: Student will organize informational resources in the order they appear on a form.	
1. Personal History: Have the class brainstorm what information would need to be included on a personal history card. Next have students fill out a fact sheet and then transfer the information to wallet size "Personal Data" cards. After cards are completed, they could be laminated to make them last. Continue with the above activity for: Educational Background Paid Work Experience Unpaid Work Experience Health Record References	Worksheets F1 a-c Index cards
2. Give the students information about a fictitious person. Have them fill in information on correct index cards based on the type of resource information given.	Index cards

ACTIVITY	MATERIALS/RESOURCES
TASK F: CONTINUED	
3. Have students identify and work on obtaining potentially needed personal papers (Birth Certificate, Social Security Card, Driver's License, Work Permit, Health Certificate_. As a class discuss why these papers are needed and stress that it takes a while to gather them.	
a) Birth Certificate: If a student can't locate his/her birth certificate at home, have him/her write a letter to the state he/she was born in requesting a copy.	My Job Application File
b) Social Security Card: For those students needing social security cards, have them practice filling out a sample social security application form. Then take them on a field trip to the local Social Security office to apply for cards. Take the sample application forms along to help them fill out the real forms.	Obtain current form from local Social Security office
c) Work Permit: Invite a job counselor as a guest speaker to discuss work permits and why they are necessary. Then have students fill out a sample work permit form as a group.	Job Counselor
d) Health Certificate: Invite someone from the City Health Department to speak about health certificates. Brainstorm with students types of jobs requiring health certificates.	Speaker from City Health Department
4. Give each student a folder with pockets. Have them organize all personal papers in it - include fact sheets of Resource information.	Worksheets F4 a-b Folders with pockets
TASK G: Student will fill out a questionnaire/application form from top to bottom using informational resources.	
1. Give students sample application forms. Have them fill out the forms individually using their "Personal Data" folders. They could then exchange papers to check spelling, abbreviations, etc.	Worksheets A1 a-d Forms in Your Future My Job Application File Getting Applications Right
2. Have students work in pairs. One student could interview the other and record all responses. The format for the interview would consist of using all questions on a sample application form. After the form is completed, the student being interviewed could check the form for accuracy.	Sample application forms from local businesses Application Forms
TASK H: Student will write neatly and legibly on forms.	
1. Give students a worksheet with three sets of alphabet letters, each set a different height, and have students copy letters underneath each set making their letters the same height as the models. Then ask the students to compare their letters with the sample set for neatness.	Worksheets H1 a-b Improve Your Handwriting Cursive Practice

ACTIVITY	MATERIALS/RESOURCES
TASK H: CONTINUED	
2. Have a class discussion about the importance of neatness when filling out a questionnaire or application form. Ask the students what kind of impression it makes on the person reading the form. Next, have students complete a sample form and then exchange papers. Each student could circle words or phrases that are hard to read or messy. Corrections could then be made.	Worksheets H1 a-b
3. Discuss ways to improve the appearance of written work which must communicate something to someone else. Brainstorm as a group some ways to handle the problem (i.e. type papers, use word processor, hire someone else to type it, etc.). Then further explore ways to do the above. (Example: Some quick copy businesses have typewriters you can rent by the half-hour, etc.)	
TASK I: Student will review a completed questionnaire/application form and determine if it is complete and accurate.	
1. After filling out a form in class, ask students to proofread their papers using the following checklist: a. Neatness. b. Make sure all information is copied correctly from resource material. c. Make sure all blanks/boxes are filled in and all topic areas have been covered.	Worksheets A1 a-d
2. Give students a completed form containing errors. Provide resource information for that form and ask them to make all corrections. Students could work in groups on this.	

Worksheet A1a

McDonald's®

SAMPLE APPLICATION FOR EMPLOYMENT

McDonald's is an Equal Opportunity Employer and fully subscribes to the principles of Equal Employment Opportunity. The Civil Rights Act of 1964, and State and Local Laws prohibit discrimination on the basis of race, color, religion, sex, or national origin. In addition, State and Local Laws prohibit discrimination on a basis of disability and the Age Discrimination in Employment Act of 1967, and some State and Local Laws prohibit discrimination on the basis of age with respect to individuals who are at least 40 but less than 65 years of age. It is our policy to comply with these Acts, and information requested on this application will not be used for any purpose prohibited by law.

GENERAL INFORMATION

Name ______________________ (First, Middle Int., Last) Social Security Number ____ / ____ / ____

Address ______________________ (Street, Apt, Suite #, City, State, Zip) Phone __________

How long at this address? __________ Previous address ______________________ How long there? __________

Position you are applying for ______________________ Salary/wage desired __________

Date available for work __________ Referred by __________ Do you have transportation to work? ☐ YES ☐ NO

Are you a United States Citizen or do you have a work visa? ☐ YES ☐ NO
If not, type of visa __________

Are you willing to transfer/relocate? ☐ NO ☐ YES
If so, geographic preference __________

Are you willing to travel? ☐ YES ☐ NO

Do you have a relative in the employ of McDonald's ☐ NO ☐ YES If yes, who? __________

Have you ever been employed by McDonald's before? ☐ NO ☐ YES If so, when and where last employed? __________ Position held: ☐ Crew ☐ Staff ☐ Management

• During the past 7 years, have you ever been convicted of a crime, excluding misdemeanors and traffic violations? ☐ NO ☐ YES If yes, describe in full __________

PHYSICAL

Any health problems or physical defects which could affect your employment? ☐ NO ☐ YES

If any such health problems or physical defects exist, please explain __________

EDUCATION

School name, City and State	Dates of attendance	Did you graduate? (If Yes, Mo.—Yr.)	Subjects	Average grades
High School				
College				
Graduate School				
Other				

Worksheet A1a Continued

REFERENCES

EMPLOYMENT BACKGROUND (most recent first)

List below your three most recent employers, beginning with the current or most recent one. (If you have had less than three employers, use the remaining spaces for personal references.) If you were employed under a maiden or other name, please enter that name in the right hand margin. May we contact your present employer ☐ YES ☐ NO

Name__________ Address__________ (include zip code)

Phone__________ Type of work__________ Name of Supervisor__________

Date started__________ Date left__________ Salary or wage__________ (start) / (end) Reason for leaving__________

Name__________ Address__________ (include zip code)

Phone__________ Type of work__________ Name of Supervisor__________

Date started__________ Date left__________ Salary or wage__________ (start) / (end) Reason for leaving__________

Name__________ Address__________ (include zip code)

Phone__________ Type of work__________ Name of Supervisor__________

Date started__________ Date left__________ Salary or wage__________ (start) (end) Reason for leaving__________

U.S. MILITARY

Branch of Service__________ Date Entered__________ Date of Discharge__________ Highest Rank Held__________

Do you have service-related skills and experience applicable to civilian employment? ☐ YES ☐ NO If yes, describe:__________

Are you a member of an active reserve or national guard unit? ☐ YES ☐ NO If yes, what?__________ What are your obligations and when will they be fulfilled?__________

GENERAL

What additional experiences or training have you had other than your work experience, military service and education?__________

What are your hobbies?__________ Activities—civic, athletic, fraternal, etc. (exclude organizations which indicate race, religion, color or national origin of members)__________

IN CASE OF EMERGENCY, PLEASE NOTIFY:

Name__________ Phone__________

Address__________

PLEASE READ CAREFULLY THE SECTION BELOW BEFORE SIGNING.

1. I certify that the information contained in this application is correct to the best of my knowledge and understand that deliberate falsification of this information is grounds for dismissal in accordance with McDonald's policy
2. I authorize the references listed above to give you any and all information concerning my previous employment and any pertinent information they may have, personal or otherwise and release all parties from all liability for any damage that may result from furnishing same to you
3. I understand that as part of the processing procedure for my employment application an investigative report may be made concerning my character, general reputation, personal characteristics and mode of living. Upon written request, additional disclosure concerning the complete nature and scope of the investigation will be provided.
4. If I am denied a job based either wholly or in part because of information contained in a consumer report, I will be provided the name and address of the reporting agency that supplied the information

Signed:__________ Date:__________

Signed (parent/guardian)*__________ Date: 114

*(If applicant under age 18)

TO BE COMPLETED AFTER HIRE:

Birthdate__________ Mo. / Day / Year

Hire date__________ Mo. / Day / Year

Insurance ☐ Single ☐ Family

Salary__________ Title__________

Approved by__________ Date__________

Worksheet A1b

SAMPLE COPY

Employment Application

Please first read the Applicant Statement on the reverse side. Then, fill out the application in your own handwriting or printing. Be accurate and complete. Information you give will not be used for purposes prohibited by law.

Date

Name (First) (Middle) (Last)

Type of Work Desired

Maiden Name (Last)

Former Married Name(s) (Last)

Social Security No.

Address (No. & Street) (City) (State) (Zip)

How long?

Phone

Birth Date

Are you a U.S. citizen? ☐ Yes ☐ No

If "No," Type Visa Held

Male ☐ Female ☐

Height

Weight

Single ☐ Married ☐

No. of Dependents *(Excluding Self)*

Education

	Name of School	Location of School	No. Yrs.	Graduated No	Graduated Yes	Mo.	Yr.	Degree Received	Major Subject
***Last* Grade or High School**								▨	
Business or Trade Schools									
Colleges or Universities									

Previous Employment

List all employment, with *present or last job first.* Exclude military service. Include school vacation jobs where significant. If self-employed, state nature of business. Unless you note otherwise, the Company may contact all those listed. (For marine experience, note vessel's name, flag, owner; reciprocating, turbine, or diesel.)

From Mo.	From Yr.	To Mo.	To Yr.	Approx. No. Hours Per Week	Name & Address of Employer	Nature of Job (or Marine Rating) & Supervisor's Name	Wage or Salary	Reason for Leaving

Military Record

List present or last service first.

Draft Classification

Are you in the Reserves? ☐ Yes ☐ No

If "Yes," ☐ Commissioned ☐ Non-Commissioned

From Mo.	From Yr.	To Mo.	To Yr.	Active Duty or Reserve?	Branch of Service	Rank/Rate	Specialization	Discharge Honorable	Other (Explain)

An Equal Opportunity Employer

Worksheet A1b

General Information

1. a. List any physical limitations or chronic illnesses.

b. Are you receiving compensation for any injury, illness or disability? ☐ Yes ☐ No
If "Yes," describe and give per cent of rating, if any.

2. Foreign Languages You Speak Fluently	Read

3. Licenses Held (Auto Driver, Truck Driver, Pilot, Marine, Radio, etc.)

4. Special or Occupational Skills (Typing, Shorthand, Machine Operator, etc.)

Activities & Interests Exclude any organization or society the name or character of which indicates the race, religious creed, color, national origin or ancestry of its members.

1. School Activities (Sports, Student Government, Honors, etc.)

2. Outside Interests (Hobbies, Community Activities, etc.)

References

1. List two references *other than* relatives, persons employed by this Company, and those for whom you have worked.

Name & Address	Occupation	Years Known	Personal Friend	Business or Professional Acquaintance
a.			☐	☐
b.			☐	☐

2. Relatives, Including Those by Marriage, Employed by This Company

Name	Relationship
a.	
b.	

3. Friends Employed by This Company

Name	Years Known
a.	
b.	

Applicant Statement

The information given is true and correct, and I understand that if I am employed, any misrepresentation, false statement, or omission of consequence herein, found by the Company at any time, will be sufficient cause to terminate my employment. I also authorize the Company (except as otherwise noted) to obtain from others, information believed by the Company to be pertinent to my employment.

Signature

For Company Use

Date	Interviewed by	Remarks

Worksheet Alc

GENERAL ELECTRIC

AN EQUAL OPPORTUNITY EMPLOYER

APPLICATION FOR EMPLOYMENT

SAMPLE COPY

It is the policy of the General Electric Company to provide employment, training, compensation, promotion and other conditions of employment without regard to race, color, religion, national origin, sex or age, except where age or sex are bona fide occupational requirements.

PERSONAL

PRINT NAME ____ Last First Middle (Maiden)

SOC. SEC. NO.

TEMPORARY ADDRESS ____

PERMANENT ADDRESS ____ No. & Street City State Zip Code Telephone

NAMES OF HUSBAND OR WIFE, AND DEPENDENT CHILDREN	NAME	RELATION	NAME	RELATION
PARENTS' NAMES				

NOTIFY IN EMERGENCY ____ Name Address Telephone

HAVE YOU ANY DEFECTS OR LIMITATIONS? (Physical, Mental, other.) ☐ YES ☐ NO IF YES, EXPLAIN FULLY

CHECK ONE: MAN ☐ WOMAN ☐

HEIGHT ____ WEIGHT ____

JOB INTEREST

POSITION DESIRED

WAGES OR SALARY EXPECTED $ PER HR. / WK. / MO.

OTHER POSITIONS FOR WHICH YOU ARE QUALIFIED

DATE AVAILABLE

WHAT INTERESTED YOU IN GE?

LIST NAMES AND COMPANY LOCATIONS OF RELATIVES EMPLOYED BY GE

WERE YOU EVER EMPLOYED BY GE? IF YES, WHERE & WHEN?

HAVE YOU EVER APPLIED FOR WORK AT GE? IF YES, WHERE & WHEN?

EDUCATION AND TRAINING

CIRCLE HIGHEST GRADE COMPLETED IN EACH SCHOOL CATEGORY	GRADE SCHOOL	HIGH SCHOOL	COLLEGE	GRAD. SCHOOL
	1 2 3 4 5 6 7 8	9 10 11 12	1 2 3 4	1 2 3 4

	NAME	LOCATION	COURSE-DEGREE	YEAR GRADUATED
GRADE SCHOOL			X X X X	
HIGH SCHOOL				
COLLEGE				
GRADUATE SCHOOL				

APPRENTICE, BUSINESS OR VOCATIONAL SCHOOL

SERVICE SCHOOLS OR SPECIAL SERVICE EXPERIENCE

OTHER TRAINING OR SKILLS (Factory or Office Machines Operated, Special Courses, etc.)

POSSIBLE BUSINESS RELATED INTERESTS (Volunteer Fireman, First Aid Training, etc.)

MILITARY

BRANCH OF U.S. SERVICE	DATE ENTERED	DATE DISCHARGED	FINAL RANK	SELECTIVE SERVICE CLASSIFICATION

TYPE DISCHARGE

RESERVE OR NATIONAL GUARD STATUS

HAVE YOU EVER BEEN CONVICTED OF A MISDEMEANOR OR A FELONY? ☐ YES ☐ NO IF YES, EXPLAIN FULLY

117

PN-991 (4-71)

PLEASE COMPLETE OTHER SIDE

PRINT NAME ______ LAST FIRST MIDDLE (MAIDEN)

EMPLOYMENT HISTORY

PLEASE LIST ALL EMPLOYMENT STARTING WITH PRESENT OR MOST RECENT EMPLOYER.

ACCOUNT FOR ALL PERIODS, INCLUDING UNEMPLOYMENT & SERVICE WITH U.S. ARMED FORCES. USE ADDITIONAL SHEET IF NECESSARY.

DATES	NAME & ADDRESS–EMPLOYER	1 JOB TITLE 2 DEPARTMENT 3 NAME OF SUPERVISOR	DESCRIBE MAJOR DUTIES	WAGES	REASON FOR LEAVING
FROM Month Year		1		STARTING $ per	
TO		2		FINAL	
Month Year		3		$ per	
FROM Month Year		1		STARTING $ per	
TO		2		FINAL	
Month Year		3		$ per	
FROM Month Year		1		STARTING $ per	
TO		2		FINAL	
Month Year		3		$ per	
FROM Month Year		1		STARTING $ per	
TO		2		FINAL	
Month Year		3		$ per	
FROM Month Year		1		STARTING $ per	
TO		2		FINAL	
Month Year		3		$ per	
FROM Month Year		1		STARTING $ per	
TO		2		FINAL	
Month Year		3		$ per	

INTERVIEWER'S COMMENTS

INTERVIEWED BY ______________________ DATE __________

PRE-EMPLOYMENT STATEMENT

I voluntarily give the General Electric Company the right to make a thorough investigation of my past employment and activities, agree to cooperate in such investigation, and release from all liability or responsibility all persons, companies or corporations supplying such information.

I consent to taking the pre-employment physical examination and such future physical examinations as may be required by the Company.

I agree that the entire contents of this application form, as well as the report of any such examination, may be used by the Company in whatever manner it may wish.

If employed by the Company, I understand that such employment is subject to:
(1) the security policies of the Company;
(2) my receiving and retaining security clearances required by Government regulations whenever such clearances are necessary for work on jobs to which I may be assigned;
(3) my wearing or using protective clothing or devices as required by the Company and complying with the safety rules;
(4) my working reasonable overtime and on outside work assignments, and my working on all shifts as assigned.
(5) my providing such personal tools as may be required;
(6) my obtaining a Fidelity Bond.

I further understand that any false answers or statements made by me on this application or any supplement thereto, or in connection with the above-mentioned investigation, will be sufficient grounds for immediate discharge

APPLICANT'S SIGNATURE ______________________ DATE __________

Worksheet A1d

Application for Employment

Del Monte Corporation
Del Monte Sales Company
An Equal Opportunity Employer

AMPLE COPY

Name (Last)	(First)	(Middle - Maiden)	Date
Permanent Address (Street & Number)	(City)	(State)	Telephone
Present Address (Street & Number)	(City)	(State)	Telephone

Age	Date of Birth	Social Security Number	Check Marital Status	Single	☐	Divorced	☐	Widow	☐
				Married	☐	Separated	☐	Widower	☐

No. of Children	Ages	Other Dependents	Your Wife's (Husband's) Occupation

Father Living	YES ☐	Occupation	Mother Living	YES ☐	Occupation	Rent	☐	Live with Parents	☐
	NO ☐			NO ☐		Board	☐	Own Your Home	☐

Relatives Employed by this Corporation	Names	Relationship

Have You Been Employed By Del Monte Before	YES ☐ NO ☐	Where	When	Who Referred You to Del Monte
Type of Work Desired				When Can You Start

EDUCATION	Name of School and Address	Highest Grade Compltd.	From Mo/Yr	To Mo/Yr	Major Subject and Units Completed in Major	Grade Point Average			Degree Rec'd.
						OVER ALL	MAJOR SUB.	NO. PTS. & SCALE	
High School							▨	▨	▨
College									
Graduate School									
Business, Military Correspondence, Other									

Honors Won or Scholastic Societies

Other School Activities

How Did You Finance Your Education

Outside Interests and Affiliations (Do Not Include Racial, Religious, or Nationality Groups)

What Are Your Hobbies or Talents

Foreign Languages	Speak	Read	Write

U. S. MILITARY EXPERIENCE

Branch of Service	Rank	Dates
Duties	Present Status	Reserve Unit

OFFICE SKILLS

Typing Speed	Shorthand Speed	Comptometer	Ediphone
Bookkeeping Machine	IBM (Specify Type)	Other	

FORM (71.000) 6/66

Worksheet A1d

WORK EXPERIENCE: List Most Recent or Present Job First, then Next Recent, etc.

Name of Firm		Address (Street and Number)	(City)
Employment Dates (Month & Year) From / To /	Salary	Supervisor	Nature of Firm's Business
Nature of Your Work		Reason for Leaving	
Name of Firm		Address (Street and Number)	(City)
Employment Dates (Month & Year) From / To /	Salary	Supervisor	Nature of Firm's Business
Nature of Your Work		Reason for Leaving	
Name of Firm		Address (Street and Number)	(City)
Employment Dates (Month & Year) From / To /	Salary	Supervisor	Nature of Firm's Business
Nature of Your Work		Reason for Leaving	
Name of Firm		Address (Street and Number)	(City)
Employment Dates (Month & Year) From / To /	Salary	Supervisor	Nature of Firm's Business
Nature of Your Work		Reason for Leaving	
Name of Firm		Address (Street and Number)	(City)
Employment Dates (Month & Year) From / To /	Salary	Supervisor	Nature of Firm's Business
Nature of Your Work		Reason for Leaving	

Explain Periods of Unemployment After Leaving School

REFERENCES: Give Three Character References (Not Former Employers or Relatives)

Name	Address (Include Street and City)	Occupation
Name	Address	Occupation
Name	Address	Occupation

To the best of my knowledge the above information is correct. I understand that Del Monte Corporation may wish to investigate my character and qualification for employment by questioning my references and former employers and I have no objection to this. I understand that my employment is subject to a physica examination, a fidelity bond and a ninety (90) day probationary period.

DO NOT WRITE BELOW THIS LINE

Signature

Employed For		
Position Title		
Starting Date	Salary	
Interviewed By		
Company Plans By	References Checked	Fidelity Bond
To Doctor	Date	Report
Employment Information		

Worksheet A2

Listed below are some words often found on job application forms. Many of the words are found on all job application forms.

Look down the list of words. Put a check mark in front of any word you do not know. Use a dictionary or ask someone to help you learn the words you don't know.

accurate
address
affirm
applicant
application
apply
apprentice
aptitude
arrest
attendant
birth certificate
birth date
blank
bonded
business
carefully
category
character
chronic
citizen
company
compensation
complete
confidential
contact
convicted
courses
defect
dependents
disability
discharged
dismissed
documents
education

eligible
emergency
employed
employer
employment
excluding
experience
federal
fee
felony
fill
firm
foregoing
graduate
health
height
illness
information
injury
institution
insurance
interview
interviewer
legibly
location
maiden name
marital status
medical
misdemeanor
misrepresentation
naturalized
notification
occupation
omission

operator
organization
permanent
permit
personal
personnel
physical
position
previous
private
qualifications
qualified
questions
record
reference
relationship
relatives
residence
reverse side
salary
self-employed
serious
sex
signature
Social Security
specify
spouse
status
supervisor
telephone
type
zip code

Worksheet A3

PERSONAL INFORMATION WORDS

___ Name
___ Date
___ Age
___ City
___ State
___ Last
___ First
___ Rent
___ Middle
___ Single
___ Height
___ Weight
___ Zip Code
___ Phone No.
___ Children
___ Own Home
___ Married
___ Divorced
___ Date of Birth
___ Dependents
___ No. & Street
___ Citizenship
___ Present Address
___ Previous Address
___ Social Security No.

WORK HISTORY WORDS

___ One
___ With
___ From
___ Four
___ Before
___ List
___ Below
___ Ever
___ Month
___ Please
___ Starting
___ Apply
___ Explain
___ Convicted
___ Discharged
___ Position
___ Salary
___ Employers
___ Experience
___ Reason for Leaving

EDUCATION AND TRAINING WORDS

___ School
___ Grade
___ Year
___ Skills
___ Other
___ Circle
___ High School
___ Attended
___ Completed
___ Special Training

REFERENCES WORDS

___ Three
___ Lease
___ Whom
___ Known
___ Persons
___ Former
___ Business
___ Relatives
___ Excluding
___ Acquainted

HEALTH RECORD WORDS

___ Have
___ You
___ Were
___ Give
___ Case
___ Any
___ Speech
___ Defects
___ Hearing
___ Vision
___ Details
___ Injured
___ Notify
___ Physical
___ Emergency

Worksheet A9 a-b

MISSING WORDS

Fill in the missing words. The words all come from the list on page 24. Try to write the words without looking back.

The people you work for are your ________________________.
The more you work, the more ______________ you will have.
What you are paid is your ____________________________.
A low salary is a good ______________________________.
The kind of job you have is your ________________________.

SCRAMBLED LETTERS

PERSONAL INFORMATION

The letters in each of the words are mixed up. Write the the letters so they spell words from the list on page 24.

saylar ____
pexereince ____________________________________
noares rof glainve ______________________________
tipisoon ______________________________________
yesperlom _____________________________________

The 25 words and phrases below are hidden in the puzzle. They are all printed in a straight line, but the line may read up, down, across, backwards, or on a slant. Some words overlap. Circle the words and phrases as you find them. Then cross them off the list. One phrase is done for you.

```
D R A F S F T I C L O M E E M A N & W C
S O C I A L S E C U T I T Y N O X Z E T
C H I R P A L V Z I K A M U & O H Y I Z
I Q U S R S P E L & D Y Z P R N H H G J
T I G T M T M C H I L D R E N T Y S H L
I M N O P R S T U V W X Y H E I G H T Z
Z A O W N H O M E E G A B C E D G F M S
E S P R Y S T E I T I L K J & V I E L D
N P R E V I O U S A D D R E S S R O A I
S R O U T U E N D T A C A O S T C D A V
H M I D D L E B A S P I T L A C N M E O
I L L A G N S D A T E O F B I R T H F R
P H O N E N O T O N R O U T G E S W E C
E T I & S O U & R & M A Y N R M A D I E
S S C T A I T A S W A P S E L A E B S D
E E M P R E S E N T A D D R E S S E S D
J O R R T N B O L E R O C & R G L A A R
H & R A Y B M A R R I E D W R E R T E T
M A C R O N I S A C M A E D O C P I Z E
N N Y H S D E P E N D E N T S E S N D I
```

NAME
DATE
AGE
CITY
STATE
LAST
FIRST
RENT
MIDDLE
SINGLE
HEIGHT
WEIGHT
ZIP CODE

PHONE NO.
CHILDREN
OWN HOME
MARRIED
DIVORCED
DATE OF BIRTH
DEPENDENTS
NO. & STREET
CITIZENSHIP
PRESENT ADDRESS
PREVIOUS ADDRESS
SOCIAL SECURITY NO.

Worksheet A12a

The form below is part of a job application form. Fill in the blank spaces. Use real facts or make up answers. You should know all the words on the form. Do not ask for help in filling out the form.

WORK HISTORY LIST BELOW LAST FOUR EMPLOYERS, STARTING WITH LAST ONE FIRST.

DATE MONTH AND YEAR	NAME AND ADDRESS OF EMPLOYER	SALARY	POSITION	REASON FOR LEAVING
FROM				
TO				
FROM				
TO				
FROM				
TO				
FROM				
TO				

EVER DISCHARGED FROM A JOB? ____________ EVER APPLY BEFORE? ____________

OTHER EXPERIENCE ____________

EVER CONVICTED? ____________ IF SO, PLEASE EXPLAIN ____________

The form below is part of a job application form. Fill in the blank spaces. Use real facts or make up answers. You should know all the words on the form. Do not ask for help in filling out the form.

HEALTH RECORD

HAVE YOU ANY DEFECTS IN HEARING? ____________ IN VISION? ____________ IN SPEECH? ____________

ANY OTHER PHYSICAL DEFECTS? ____________

WERE YOU EVER INJURED? ____________ GIVE DETAILS ____________

IN CASE OF EMERGENCY NOTIFY ____________
NAME ADDRESS PHONE NO.

The form below is the first part of a job application form. You should now be able to read all the words on the form and you should know their meaning. Fill in the blank spaces. Use real facts or make up answers. Do not ask for help in filling out the form.

PERSONAL INFORMATION

DATE ______________ SOCIAL SECURITY NO. ______________

NAME ______________ LAST FIRST MIDDLE AGE ______________

PRESENT ADDRESS ______________ NO. & STREET CITY STATE

PREVIOUS ADDRESS ______________ NO. & STREET CITY STATE

PHONE NO. ______________ OWN HOME ______________ RENT ______________ DATE OF BIRTH ______________

HEIGHT ______________ WEIGHT ______________ MARRIED ______________ SINGLE ______________ DIVORCED ______________

NO. OF CHILDREN ______________ DEPENDENTS ______________ CITIZENSHIP ______________

The form below is part of a job application form. Fill in the blank spaces. Use real facts or make up answers. You should know all the words on the form. Do not ask for help in filling out the form.

EDUCATION AND TRAINING

NAME AND ADDRESS OF LAST SCHOOL ATTENDED ______________ DATES ______________

CIRCLE LAST YEAR COMPLETED — GRADE 5 6 7 8 HIGH SCHOOL 1 2 3 4 OTHER 1 2 3 4

SPECIAL TRAINING AND SKILLS ______________

The form below is part of a job application. Fill in the blank spaces. Use real facts or make up answers. You should know all the words on the form. Do not ask for help in filling out the form.

REFERENCES

GIVE BELOW THE NAMES OF THREE PERSONS, EXCLUDING RELATIVES AND FORMER EMPLOYERS, WHOM YOU HAVE KNOWN AT LEAST ONE YEAR.

	NAME	ADDRESS	BUSINESS	YEARS ACQUAINTED
1				
2				
3				

Worksheet B1

Sometimes there is very little space for all the information needed on application forms. Many of the words must be made shorter or abbreviated.

Study the abbreviations below. Be sure you can recognize them and know what they mean.

B. D. = birth date

D.O.B. = date of birth

H or ht. = height

W or wt. = weight

tel. = telephone

no. = number

ans. = answer

co. = company

mo. = month

yr. = year

ZIP = zip code

soc. sec. = social security

S.S. No. = Social Security Number

avg. = average

dept. = department

exp. or exper. = experience

m = married

s = single

d = divorced

sep. = separated

m = male

f = female

Worksheet B1a

ABBREVIATIONS USED ON FORMS

Many forms use abbreviations when they ask for information. This saves space. In Column 1 are 20 abbreviations. See if you can match them with their definitions in Column 2. The first one has been done for you.

Column 1	Column 2
1. M. O.	a. Height, Weight
2. Ht. Wt.	b. Adult (not relative) who can tell something about you or how you work
3. Maiden Name	c. Worker for a company
4. Proof of age	d. What you do for a living, your job
5. Address	e. Money order
6. Apt.	f. People you support or help support
7. Defects or disabilities	g. Person you worked for
8. Soc. Sec. No.	h. Girl's last name before marriage
9. Marital status	i. Cash On Delivery
10. Spouse	j. Name of company you worked for
11. Dependents	k. Signed name (not printed) of person making out the application
12. Qty	l. Apartment
13. Former employer	m. Actions against the law
14. Reference	n. Single, married, widowed, separated, divorced
15. Firm name	o. Husband's or wife's name
16. Occupation	p. Quantity
17. Infractions, offenses	q. Mental or physical handicaps
18. Employee	r. Social Security Number
19. C.O.D.	s. Birth certificate, baptismal papers, draft card, passport
20. Applicant's signature	t. Where you live

My Educational Record

An employer will always want to know about your educational record. It is important to an employer to know what schools you have gone to. Often, the employer will write or call these schools to learn what kind of student you have been. Even more important sometimes are the subjects that you studied in school. Some of these subjects make you better prepared for a job in the eyes of an employer.

You may have to think a long way back to fill out your educational record. You may have to ask your parents for help. Put together all of the information for your educational record. Keep it until you need it when you apply for a job.

Worksheet F1a

MY EDUCATIONAL RECORD

List all the schools you have attended, starting with your first school.

NAME OF SCHOOL	ADDRESS	GRADE COMPLETED	DATES ATTENDED

HIGHEST GRADE COMPLETED (circle) 7 8 9 10 11 12

YEAR YOU LEFT SCHOOL OR GRADUATED 19 ______

COUNSELOR OR TEACHER WHO KNOWS YOU BEST

NAME ______ **TELEPHONE** ______

SCHOOL SUBJECTS YOU ARE NOW TAKING

1. ______
2. ______
3. ______
4. ______
5. ______
6. ______

SCHOOL SUBJECTS YOU DID BEST IN

____ ART
____ SHOP
____ BUSINESS
____ FOODS
____ SCIENCE
____ SEWING
____ SPEECH
____ MUSIC
____ P. E.
____ MATH
____ ENGLISH
____ CRAFTS
____ HISTORY
____ ______
____ ______

SCHOOL COURSES WHICH HELPED PREPARE YOU FOR A JOB

1. ______
2. ______
3. ______
4. ______
5. ______
6. ______

SCHOOL AND CLUB ACTIVITIES YOU HAVE BEEN IN

1. ______
2. ______
3. ______
4. ______
5. ______
6. ______

JOBS OR VOLUNTEER WORK IN SCHOOL

1. ______
2. ______

Worksheet F1b

My Health Record

Your health is important for any job — for your safety and for the safety of other people. You will usually find questions about your health on most job application forms. There will be questions such as those below.

Fill in the health record below and keep it handy for when you go out looking for jobs. You may need help from your parents.

MY HEALTH RECORD

1. HOW IS YOUR GENERAL HEALTH? ☐ EXCELLENT ☐ GOOD ☐ POOR
2. HAVE YOU A HEALTH CERTIFICATE? ☐ YES ☐ NO
3. DO YOU NEED TO WEAR GLASSES? ☐ YES ☐ NO
4. DO YOU NEED TO WEAR A HEARING AID? ☐ YES ☐ NO
5. CAN YOU SEE COLORS CORRECTLY? ☐ YES ☐ NO
6. HAVE YOU ANY PHYSICAL HANDICAPS THAT MIGHT LIMIT THE KIND OF WORK YOU CAN DO? IF YOU DO, LIST THEM HERE.

   ____

7. DO YOU HAVE A FAMILY DOCTOR? ☐ YES ☐ NO

   DOCTOR'S NAME ____________________ TELEPHONE NUMBER ____________________

   ADDRESS ____

   NUMBER STREET CITY STATE ZIP

8. DO YOU BELONG TO ANY MEDICAL PLAN? IF SO, NAME. ____________________
9. WHEN DID YOU HAVE YOUR LAST PHYSICAL CHECKUP? ____________________ DATE
10. WHEN DID YOU HAVE YOUR LAST TUBERCULOSIS TEST? ____________________ DATE
11. DESCRIBE ANY MAJOR ILLNESS, INJURY, OR OPERATION YOU HAVE HAD.
12. IF YOU HAVE HAD PROBLEMS WITH ANY OF THE FOLLOWING, INDICATE BY A CHECK MARK.

☐ HEART ☐ ASTHMA ☐ FAINTING OR DIZZINESS ☐ NERVOUS BREAKDOWN*

☐ BACK ☐ RUPTURE (HERNIA) ☐ HAY FEVER ALLERGY ☐ VENEREAL DISEASE*

MY WORK EXPERIENCE RECORD

DATES	EMPLOYER, ADDRESS	KIND OF WORK	HOURS PER WEEK	RATE OF PAY
FROM				
TO				
FROM				
TO				
FROM				
TO				
FROM				
TO				
FROM				
TO				
FROM				
TO				
FROM				
TO				
FROM				
TO				
FROM				
TO				

Worksheet F1c

People I Can Give as Personal References

A. NAME ______________________ TELEPHONE ____________

HOME ADDRESS ______________________________
NUMBER STREET CITY STATE ZIP CODE

BUSINESS ADDRESS ______________________________
NUMBER STREET CITY STATE ZIP CODE

TELEPHONE ____________ EMPLOYER ______________________

HOW LONG HAVE YOU KNOWN THIS PERSON? ____________ RELATIONSHIP ____________

B. NAME ______________________ TELEPHONE ____________

HOME ADDRESS ______________________________
NUMBER STREET CITY STATE ZIP CODE

BUSINESS ADDRESS ______________________________
NUMBER STREET CITY STATE ZIP CODE

TELEPHONE ____________ EMPLOYER ______________________

HOW LONG HAVE YOU KNOWN THIS PERSON? ____________ RELATIONSHIP ____________

C. NAME ______________________ TELEPHONE ____________

HOME ADDRESS ______________________________
NUMBER STREET CITY STATE ZIP CODE

BUSINESS ADDRESS ______________________________
NUMBER STREET CITY STATE ZIP CODE

TELEPHONE ____________ EMPLOYER ______________________

HOW LONG HAVE YOU KNOWN THIS PERSON? ____________ RELATIONSHIP ____________

Firms I Can Give as Credit and Bank References

You may be asked to give a credit reference on an application. For this, give the name and address of a firm where you or your parents have bought things on credit or have a charge account. Tell whose name is on the account, if it is not yours.

FIRM NAME ______________________ TELEPHONE ____________

ADDRESS ______________________________
NUMBER STREET CITY STATE ZIP CODE

ACCOUNT NUMBER ____________ IN NAME OF ______________________

You may also be asked to give a bank reference. For this, give the name and address of a bank where you or your parents have an account. Tell in whose name the account is kept, if it is not yours.

BANK NAME ______________________ TELEPHONE ____________

Put down as much information as you can about each employer. Give the name of the person or organization, the address, the telephone number, and the name of your supervisor.

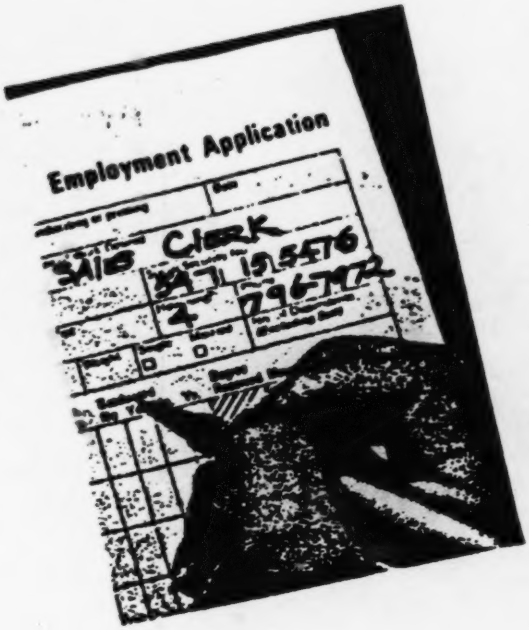
MY UNPAID WORK EXPERIENCE RECORD

DATES	THE WORK I DID	EMPLOYER INFORMATION

JOBS TO SEEK FOR WORK EXPERIENCE

THE WORK I COULD DO	WHO MIGHT NEED SUCH WORK

Printing Neatly Helps



Did you print the information in your personal history and your educational record? Did you print it neatly? Could an employer read your printing easily?

You may wonder if all of this business about printing neatly is important. *Yes, it is!* If an employer has trouble reading your application form, you may be turned down for the job.

So give yourself an even chance. Learn to print neatly *before* you apply for a job. Practice with the personal history record below. *Print all of the information except your signature.*

PERSONAL HISTORY

NAME ____________________
LAST FIRST MIDDLE

ADDRESS ____________________
NUMBER STREET CITY STATE ZIP

PREVIOUS ADDRESS ____________________
NUMBER STREET CITY STATE ZIP

DATE OF BIRTH ____________________ **TELEPHONE** ____________________

HEIGHT __________ __________ **WEIGHT** __________
FEET INCHES POUNDS

SOCIAL SECURITY NUMBER ____________________

TYPE OF WORK YOU DESIRE ____________________

WHEN CAN YOU START WORK? ____________________

HOW MUCH DO YOU EXPECT TO EARN? ____________________

DATE ____________________ **SIGNATURE** ____________________
MONTH DAY YEAR

Does your signature look good? It's a good idea to decide how you will sign your name. Then practice signing it that way.

Worksheet F4a

Here is your wallet-size Personal Data Form.

PERSONAL DATA

Name ______________________________
Last First Middle

Address ______________________________
No. & Street City State Zip

Telephone ______________ Ht. ________ Wt. ______

Age ________ Social Security no. ______________

Birth date ______________ Birthplace ______________

Driver's license no. ______________________

High school ______________ From Mo/Yr _____ To Mo/Yr _____

Address ______________________________

fold — — — — fold

PERSONAL REFERENCES

1. Name ______________ Occupation ______________
   Address ______________ Tel. ______________
2. Name ______________ Occupation ______________
   Address ______________ Tel. ______________

CREDIT REFERENCE

Name ______________________________

Address ______________________________

BANK REFERENCE

Name ______________________________

fold — — — — fold

Address ______________________________

PREVIOUS EMPLOYMENT

Company ______________ Supervisor ______________

Address ______________________________
No. & Street City State Zip

Employed from ____ to ____ Kind of work ______________

Company Name ______________ Supervisor ______________

Address ______________________________
No. & Street City State Zip

Employed from ____ to ____ Kind of work ______________

Worksheet F4b

This is the front of Your Fact Sheet.

1. My name ______________________
(If you are a boy, use your own name. If you are a girl, use your own name or give yourself a married name.)

2. The day I was born ______________________
(Use the month, day, and year when you were born.)

3. Date ______________________
(Put down the month, day, and year when you will be 21 years old. Remember this date. Use it when you are filling out "today's date" on the forms in your book.)

4. My address ______________________
____
(You can use your real home address or make up an address where you would like to live when you are an adult.)

5. The county I live in ______________________
(Put down the name of your home county.)

6. My telephone number ______________________
(You can use your real home phone number or make up a phone number. Don't forget the area code.)

7. My social security number ______________________
(Use a simple number such as 123-45-6789. It's easy to remember.)

8. My father's name ______________________
(Use your father's name, or the name of your stepfather, foster father, or guardian.)

9. My mother's name before she was married ______________________
(Put down your mother's maiden name.)

10. Am I married or single? ______________________
(It's up to you! Will you be married or single when you are 21?)

11. My wife's (husband's) name and occupation ______________________
____
(If you filled in "married" you will have to have a name and a type of work for the man or woman to whom you are wed.)

12. How many children do I have? How old are they? ______________________
(Many forms ask these questions. Try to imagine yourself with a family.)

This is the back of Your Fact Sheet.

13. What is my draft status? ______________________
(Girls do not have to fill in this line. Married men can fill in "3-A" and single fellows can fill in "1-A".

14. What schools have I attended?
(Put down the names of a grade school, a high school, and a college - if you intend to go to college.)

Grade School ______________________

High School ______________________

College ______________________

15. What year did I graduate?
(You can figure out these dates by first putting down the year you started school. Add 8 years, and that is the year you graduated from grade school. Add 4 more years and that is the year you graduated from high school. Add 4 more years if you are going to college, and you will have the date of your college graduation.)

From grade school? ______________________

From high school? ______________________

From college? ______________________

16. What kind of work do I want to do for a living? ______________________
____

17. What jobs have I had? When?
(Think of two jobs and two sets of dates. For example, you might fill in: First job - Swimming Instructor, YMCA Camp, Summer of 1974, and Second job - Appliance Salesman, Brown's Department Store, 1976-1979.)

First job ______________________
____
____

Second job ______________________
____
____

Worksheet H1b

Check your printing against these examples. Print each letter and number on the lines below the examples.

a b c d e f g h i j k l m n o p q r s t u v w x y z 1 2 3 4 5 6 7 8 9 0

____

A B C D E F G H I J K L M N O P Q R S T U V W X Y Z

____

a b c d e f g h i j k l m n o p q r s t u v w x y z 1 2 3 4 5 6 7 8 9 0

____

A B C D E F G H I J K L M N O P Q R S T U V W X Y Z

____

a b c d e f g h i j k l m n o p q r s t u v w x y z 1 2 3 4 5 6 7 8 9 0

____

A B C D E F G H I J K L M N O P Q R S T U V W X Y Z

____

Some application forms give you lots of space in which to write. Others give you only a small space. Fill out these forms. **Print!**

NAME ____
LAST FIRST MIDDLE
SOCIAL SECURITY NUMBER ____________________ TELEPHONE ______________
ADDRESS ____
NUMBER STREET CITY STATE ZIP CODE

NAME ______________________ SOCIAL SECURITY NUMBER ______________
ADDRESS ______________________ TELEPHONE ______________

NAME ______________ SOCIAL SECURITY NUMBER ______________
ADDRESS ______________ TELEPHONE ______________

RESOURCES

Application Forms. Frank E. Richards Publishing Co., Phoenix, NY 13135.

Forms in Your Future. Learning Trends, a Division of Globe Book Co., Inc., 175 Fifth Avenue, New York, NY 10010.

Getting Applications Right. Scholastic Book Services.

Job Application Language. Janus Book Publishers, 3541 Investment Blvd., Suite 5, Hayward, CA 94545.

My Job Application File. Janus Book Publishers, 2501 Industrial Parkway W., Hayward, CA 94545.

ACCESS SKILL

STUDENT WILL SUCCESSFULLY FOLLOW UP TO 7 VERBAL INSTRUCTIONS IN ORDER UNASSISTED

NAME:

DATE COMPLETED	DATE RECHECKED	TASK ANALYSIS STEPS	TEACHER COMMENTS
		A. Student prepares to listen.	
		B. Student listens to instructions.	
		C. Student asks questions about anything he/she does not understand or did not clearly hear.	
		D. Student successfully carries out one verbal instruction.	
		E. Student successfully carries out (in order) two verbal instructions without assistance or repetition.	
		F. Student successfully carries out (in order) three verbal instructions without assistance or repetition.	
		G. Student successfully carries out (in order) four verbal instructions without assistance or repetition.	
		H. Student successfully carries out (in order) five verbal instructions without assistance or repetition.	
		I. Student successfully carries out (in order) six verbal instructions without assistance or repetition.	
		J. Student successfully carries out (in order) seven verbal instructions without assistance or repetition.	
		K. Student will successfully follow instructions containing a conditional statement.	
		L. Student will carry out subtle, informal suggestions about his/her behavior.	
		M. Student will follow--on a routine basis--understood instructions.	
		N. Student will follow complex instructions when the instructions are given to a group of which the student is a member.	

ACCESS SKILL: FOLLOW VERBAL INSTRUCTIONS

TASK ANALYSIS STEPS: A-N

ACTIVITY		MATERIALS/RESOURCES
TASK A:	Student prepares to listen.	Pre-test Worksheet A1 Tape Recorder Earphones Student paper (No. 1-9 vertically)
1.	Give student first pre-test for listening.	
TASK B:	Student listens to instructions.	
1.	Give student parts 2 and 3 of the pre-test for listening.	Listening Improvement Series 789 Pre-test Worksheets B1, B2
TASK C:	Student asks questions about anything he/she does not understand or did not clearly hear.	
1.	During the presentation of the pre-test the student should be instructed to ask questions when he/she doesn't hear or understand.	
TASK D:	Student will successfully carry out one verbal instruction.	
1.	Shown several objects in a picture, student is to do the assigned task. "Point to the wrench." "Point to the flower pot." "Put your finger on the wires." "Put your hand above the hammer."	Worksheet D1
2.	Ask the child to do one task at a time. Do not repeat assignment, but give clear instructions: "(_______), give me your plate."	
3.	Working in a group or alone, ask the student to move about the room following instructions. "(_______), open the door." "(_______), go to the front of the room." "(_______), raise the window." "(_______), put your chair up to the table."	
TASK E:	Student will successfully carry out (in order) two verbal instructions without assistance or repetition.	
1.	When told to carry out a two-step command, student should not ask for help or hesitate in carrying it out in order. For example: "Go to the door and open it." "Pick up the hammer and give it to me." "Put the ball on the table and the paper in the wastebasket." (This requires following two steps with four critical criteria.) "First write your name on the paper, then give it to me." "After you finish wiring the voltage box, put it back together." "While holding the nail with the tips of your fingers, hit it with the hammer."	

ACTIVITY	MATERIALS/RESOURCES
TASK F: Student will successfully carry out (in order) three verbal instructions without assistance or repetition.	
1. Have the student either do these things or listen carefully and repeat the instructions to you: "(Name), stand up, push your chair in, and go to the door." "When you finish your work, write your name on it and turn it in." (Student should make a habit of this if it is a class rule.) "Pick up the flower and the pot. Put the pot on the table and place the flower next to it." "You must detect the electric charge. Rub the rod vigorously with the wool cloth and bring the rod in close to, but not touching, the rod." "To propogate by budding make a one-inch T cut on the limb using a very sharp knife. Remove a one-inch long piece of bark containing a bud from the budstick. Place bud opposite prevailing wind when taping."	
TASK G: Student will successfully carry out (in order) four verbal instructions without assistance or repetition.	
1. Give the student verbal instructions relating to each vocational area, such as: "Go to the other side of the room, get the tool box, bring it back to me, and then begin your work." "Turn the machine on, feed in the information given, check for errors, and then complete the printout." "Set the batteries on the table, attach wire A to wire B, plug wires onto the batteries, and connect wires to check for charge."	
TASK H: Student will successfully carry out (in order) five verbal instructions without assistance or repetition.	
1. Give each student a pencil and sheet of paper and say: "I'm going to give you several things to do with this pencil and paper. Listen carefully while I am giving directions for the different things you are to do. Do not begin until I have given the directions and tell you to begin. First, write your last name in the upper right corner of the paper. Write your age in the center of the paper. In the lower left corner of the paper write the first letter of the alphabet. Write the last letter of the alphabet in the lower right corner. Begin now and turn your paper over when you have finished." (Actually six steps if student turns paper over.)	Pencil, paper
2. Hide an object in the room and verbally give five instructions for finding the object. Say: "I have hidden an object in the room that I want you to find. I am going to give you several directions to find the object. Listen carefully while I am giving the directions. Do not begin to look for the object until I have given the directions and tell you to begin."	

ACTIVITY	MATERIALS/RESOURCES
TASK I: Student will successfully carry out (in order) six verbal instructions without assistance or repetition.	
1. Give oral directions to a location within your building. Say: "I am going to give you directions to a location within our building and I want you to tell me where I am taking you. Listen carefully and do not guess until all directions have been given." For example: "Go out the door, turn left, go down the steps, turn left again at the bottom of the steps, go past the trophy case and through the double doors which are straight ahead. Where did I take you?"	
2. Record 6 jokes and have students listen to them. At the end of the recording, ask students to tell you the jokes, not necessarily verbatim, in the correct order in which they heard them.	Tape recorder Earphones
3. Break the class up into pairs. Have the pairs of students read 6 names out of a phone book to each other. After one student has given 6 names, the other must repeat the names in order.	
TASK J: Student will successfully carry out (in order) seven verbal instructions without assistance or repetition.	
1. Give oral instructions for the steps in the process of plant division. Say: "Identify the plant to be divided. Dig it up leaving a clump of soil around the roots. Shake the plant clumps free of soil. Divide plant clumps into units or small plants, each having roots, stems, bulbs and leaves. Then dust the plant division with sulphur for the prevention of disease. Plant the plant division in containers or in the place where they are to grow permanently. Finally, water the plant."	
2. Give the following oral instructions: "Get a balloon, a bottle, and a pan of hot water. Place the neck of the balloon around the mouth of a bottle. Set the bottle into the the pan of hot water. Heat the water and watch the balloon expand. Then take the balloon out of the pan of hot water, but leave it on the bottle." Ask the student to repeat the instructions to you in order.	Balloon Bottle Pan of hot water
TASK K: Student will successfully follow instructions containing a conditional statement.	
1. Give the student instructions such as: "When the timer goes off you are to say 'Stop.'" Then set the timer for a random number of minutes and let the student continue working without reminding him/her of the time or the task of saying "stop."	Timer
2. Give the student instructions such as: "If you hear the whistle, you will know it is time to stop."	
3. Give the student instructions such as: "If the entry is incorrect, go back and make corrections."	

ACTIVITY	MATERIALS/RESOURCES
TASK L: Student will carry out subtle, informal suggestions about his/her behavior.	
1. Give the student subtle suggestions that he or she is obliged to follow, such as: "Perhaps you would like to give Mary a chance to do the task now" or "You might like to share your tools with John."	
TASK M: Student will follow--on a routine basis--understood instructions.	
1. Give the student the rules of the classroom and expect him/her to follow them without repetition of instructions or assistance in following them. For example: "When you come into the room, get your folder, sit down, get to work, ask questions when you have them, and clean up when the bell rings." Keeping a chart on this would be helpful in recognizing when the student is able to follow verbal instructions without repetition or assistance in this expected direction.	
TASK N: Student will follow complex instructions when the instructions are given to a group of which the student is a member.	
1. Give the class instructions without singling out the student learning this particular task. For example: "Today we are going to learn how to read your electric meter. Each of you has a chart of Power Consumption by appliances which you need to get out and please answer the following questions." a. What is the average wattage for a coffee maker? (894) b. What are the kilowatt hours consumed annually by an iron? (144) c. What is the estimated average cost for 2 months of operation of a dehumidifier? ($1.43) d. What is the difference in the average wattage of a color versus a black and white television? (95)	Worksheet N1

Worksheet A1

From Listening Improvement Series 789:

PRE-TEST OF BASIC LISTENING

Have student number 1-9 on paper.

(Read aloud to students except what is enclosed in parenthesis.)

1. (Pause.) Beside #1 write the number of taps you will hear. (Turn radio, television, record, tape, or cassette player at normal or slightly higher than normal volume. Hum or sing. Tap a glass, vase, or metal container four times with a pencil. Be sure that the students cannot see your four tapping motions. Continue the extraneous sounds, then lower the volume and stop humming or singing.)

2. (Pause.) Beside #2 write the number of taps you will hear. (Increase the volume, start humming or singing, and make seven fast tapping sounds.) Continue the extraneous sounds, then lower the volume.

3. Focus your listening on this question: What two things did a 1966 nationwide poll find out about San Francisco?

   San Francisco has the quality that draws people there again and again. So great is the appeal of the city that a 1966 nationwide poll found it to be the place most Americans would like to live, as well as the city considered to be the most beautiful.

   Beside #3 write the letters of the two things the poll found out about San Francisco.

   a. the place most Americans would like to live. (Pause for 2 seconds.)

   b. the quality that draws people there. (Pause for 2 seconds.)

   c. the city considered to be the most beautiful. (Pause for 2 seconds.)

   d. a poll was taken in 1966. (Pause for 6 seconds.)

4. (Pause.) Each time you hear a word, write the letter that stands for the beginning sound of that word. You will hear three words. Write three letters beside #4.

   vote (Pause 2 seconds.)
   boat (Pause 2 seconds.)
   date (Pause 4 seconds.)

5. (Pause.) Each time you hear a word, write the letter or letters that stand for the last sound of the word beside #5. You will hear three words.

   safe (Pause 2 seconds.)
   faith (Pause 2 seconds.)
   save (Pause 2 seconds.)

Worksheet B1

Follow Verbal Instructions

PRE-TEST Part 2

Give the following directions to test the student's knowledge of instructional words:

	Does with little or no hesitation	Hesitates
1. Put your hand on the table. (over)		
2. Put your finger on the line. (on top of)		
3. Raise your hand over your head. (above)		
4. Hide you hands below your chair. (under)		
5. Draw an imaginary line from one side of the table to the other. (across)		
6. Raise your left hand.		
7. Touch your right arm.		
8. Put your finger in the top left corner of this paper.		
9. Point to the bottom right corner of the paper.		
10. How many fingers am I holding up? (Hold up 8 fingers.)		
11. (Show student a picture of 5 objects and ask which is third.)		
12. (Do the same as above asking second		
first		
fourth		
fifth		
seventh		
sixth)		

13. (Putting directions in order.) Read the directions and ask students to tell what to do in order.

In making a phone call you should do the following, but not in this order. Put the directions in order from the first thing you do, then next and so on.

6. (Pause.) Listen for the sound of the letter p. If you hear the sound at the beginning of a word, write b for beginning; if you hear the sound at the end of the word, write e for end; and if you hear the sound in the middle of the word, write m for middle. Listen for the sound of the letter p. Write your answers beside #6.

   rope (Pause 2 seconds.)
   report (Pause 2 seconds.)
   poet (Pause 4 seconds.)

7. (Pause.) In the list of numbers, 6 - 9 - 4 - 3 - 11 - 2, what is the third number? (Pause.) Write the number beside #7. (Pause for 3 seconds.) In the list of words at, by, with, for, from, which word began with the letter w? (Pause.) Write the word beside your first answer for #7. (Pause 5 seconds.)

8. (Pause.) Listen. How many Indians trudged into Window Rock, in what year, and how many miles did they walk?

   On the evening of the Fourth of July in 1968, a band of 150 weary but proud Navajos trudged into their tribal capital at Window Rock, Arizona. This was the end of a 320 mile memorial "Long Walk" from the Pecos River in the plains of eastern New Mexico.

   Beside #8 write three numbers in the order of the questions. How many Indians trudged into Window Rock, Arizona? (Pause 2 seconds.) What year? (Pause 2 seconds.) How many miles did they walk? (Pause 6 seconds.)

9. (Pause.) Listen to the following words. Beside #9 write the words that tell time of action.

   first (Pause 3 seconds.)
   1970 (Pause 3 seconds.)
   ran (Pause 3 seconds.)
   meet (Pause 3 seconds.)
   then (Pause 3 seconds.)
   game (Pause 5 seconds.)

   Now you have completed the test of basic listening skills.

ANSWER KEY:

1. 4
2. 7
3. a, c
4. v, b, d
5. f, th, v
6. e, m, b
7. 4, with
8. 150, 1968, 320
9. first, 1970, then

Worksheet B2

Follow Verbal Instructions

PRE-TEST Part 3

Dial the number. (5)
Ask for the person you want to talk to. (6)
Look up the number in the book. (2)
Listen for the dial tone. (4)
Lift the receiver. (3)
Speak to the person you have called. (7)
Go to the phone and phone book. (1)

14. When painting a picture you should do which before and which after? (Have student listen to both and tell "before" or "after".)

Gather your paints (before)
Clean up (after)

15. Give the following verbal directions:

"Go to the door."

"Walk around the table and then sit in your chair."

"Stand up, push in your chair, and then go to the door."

"Go to the storage room, get the flowers, bring them into the room, and set them on the table."

"Listen to the directions carefully. Write you name in the middle of the page. Put the date in the upper right corner and the time in the lower left corner. Write the number 100 in the top left and the last letter of the alphabet in the bottom right corner. Begin."

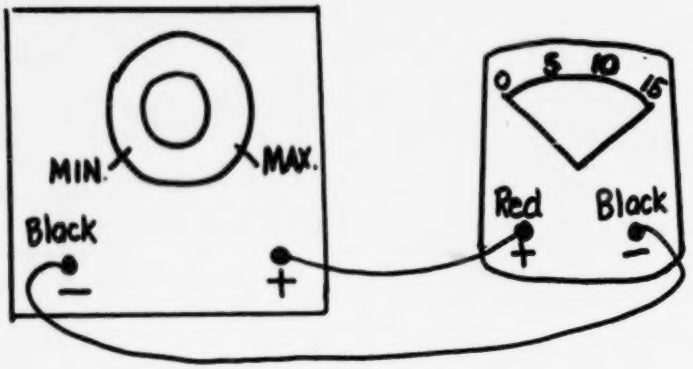
Say 6 names and have the student repeat them in the correct order. Ex: "Smith, Anderson, Jones, Miller, Edwards, and Olson."

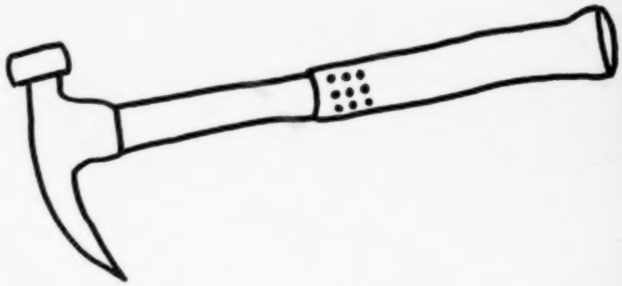
Say 7 colors and have the student repeat them in order. Ex: "Yellow, blue, green, red, pink, purple, and orange."

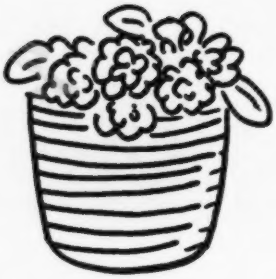
Give verbal directions with a qualifying statement. Ex: "When I say 'move' go to the back of the room."

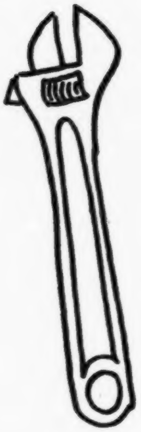
"Perhaps you could share your book with your neighbor, as we are short of books."

Worksheet D1


MIN.
MAX.
Black
−
+
0
5
10
15
Red
+
Black
−







Worksheet N1

Electrical Appliance	Average Wattage	Kilowatt Hours Consumed Annually	Estimated Average Cost for 2 Months of Operation
FOOD			
Coffee Maker	894	106	31¢
Dishwasher	1,201	363	44¢
Freezer (frostless 15 cu. ft.)	440	1,761	$3.42
Frying pan	1,196	186	60¢
Range	8,200	1,175	$3.66
Refrigerator (frostless 12 cu. ft.)	320	1,217	$3.17
Toaster	1,146	39	13¢
LAUNDRY			
Clothes dryer	4,856	993	$2.95
Iron (hand)	1,008	144	45¢
Washing Machine	512	103	33¢
COMFORT			
Air conditioner (room)	1,566	1,389	$4.43
Electric blanket	177	147	44¢
Dehumidifier	257	377	$1.43
ENTERTAINMENT			
Radio	71	86	15¢
Radio-record player	109	109	33¢
Television (black and white)	237	362	$1.06
Television (color)	332	502	$1.37

RESOURCES

Listening Improvement Series 789.

ACCESS SKILL

STUDENT WILL FOLLOW UP TO 7 WRITTEN DIRECTIONS IN ORDER UNASSISTED

NAME:

DATE COMPLETED	DATE RECHECKED	TASK ANALYSIS STEPS	TEACHER COMMENTS
		A. Student will locate directions. B. Student will read directions. C. Student will read directions utilizing two strategies to identify unknown words. D. Student will verbally rehearse sequence. E. Student will learn to "chunk" material. F. Student will carry out one written direction and recheck his/her work. G. Student will carry out two written directions without assistance and recheck his/her work. H. Student will carry out three written directions without assistance and recheck his/her work. I. Student will carry out four written directions without assistance and recheck his/her work. J. Student will carry out five written directions without assistance and recheck his/her work. K. Student will carry out six written directions without assistance and recheck his/her work. L. Student will carry out seven written directions without assistance and recheck his/her work. M. Student will look at a diagram or chart of at least five steps and follow it unassisted.	

ACCESS SKILL: FOLLOW WRITTEN DIRECTIONS

TASK ANALYSIS STEPS: A-M

ACTIVITY	MATERIALS/RESOURCES
TASK A: Student will locate directions.	
1. Discuss with students where directions are usually found on a page. Why are they at the top of the page? How is the type different? Why are the directions sometimes in different colors? Have student locate directions: a. on a aspirin bottle b. on a ready-made food, such as macaroni and cheese or a can of soup c. on plants or seeds for planting d. in the front of the telephone book e. other places in the home	Task A Pretest - Sheet A Specific Skills Following Directions
2. Brainstorm with a group of students where they might see directions: - at school - at home - at a job	
3. Bring examples of various directions (income tax form has a whole booklet of directions, a soup can has one sentence, a paint can has a number of paragraphs on its use, an unassembled shelf may have one page of step-by-step directions on how to assemble it). In each example have the student locate the directions.	
4. Bring in various samples of type--italics, bold print, print in another color. Discuss why the type may change for directions. Student may collect samples of different directions and keep them as a collage or in a book.	
5. Compare directions. Have student read worksheet A5 on varying directions. Discuss: how do you know each are directions? What words tell you (verbs--read, write, take, push, pull, file).	Worksheet A5
TASK B: Student will read directions.	
1. Discuss the meanings of such words as circle, cross out, fill in, vertical, horizontal, connect, print, assemble, unscrew, adjust, fee, attach.	Task B Pretest - Sheet B
2. Leave notes for students for daily chores rather than giving them orally.	
3. Try to vary the instructions you give for everyday activities to include some of these words: Cross out the right answer Print your answer Draw a vertical line through the right answer	
4. Have students write the directions for each other and follow them.	
5. Construct one or more exercises that ask students to decide who has followed direction words correctly.	Worksheet B4

ACTIVITY	MATERIALS/RESOURCES
TASK C: Student will read directions utilizing two strategies to identify unknown words.	
1. Ask student, "What can you do when you come to a word in the directions you don't know?" (Many students will say "look it up" or "ask my teacher.") Talk to them about the availability of a dictionary when you are doing carpentry or a gardening project. Tell students that often times when someone comes to words they don't know they put in words that make sense.	Task C Pretest - Sheet C Whole Language Resources Reading Strategies: Focus on Comprehension
2. Go over examples of how to skip the word when you don't understand and try to get meaning from the rest of the sentence. Examples: Tow Away Zone No ______ No Parking Can you park there? Have students complete this exercise by using a copy of the newspaper. They may see there is a new ambassador in Abidjan, Ivory Coast, Africa. They could call that place "A" and go on and still get the meaning.	
3. The next step is to put in a word that makes sense. For example, on a bus one might see a sign, "Have the correct change, bus driver does not make change." Even if the student didn't know the word "correct", he/she could put in "right" or leave it out, it still makes sense. Often in novels (especially Russian novels) characters have large names. Draw this to the attention of the student, and admit that you can't pronounce the name exactly, but the purpose is to know about the character, use a name placeholder if necessary and keep going.	
4. Explain to students that if they are doing something dangerous and don't know a word they are to ask a resource person (i.e., classmate, teacher, boss). Discuss what would be a dangerous situation. Example: Antidote: Drink diluted vinegar followed by milk. (If you don't know vinegar, find someone. This is an emergency.)	
5. Construct cloze paragraphs to give student practice in putting in words that make sense.	Worksheet C5
TASK D: Student will verbally rehearse sequence.	
1. Many students know what they are to do, but forget before they complete the task. Rehearsal is a means to help students remember and plan how they will carry out the task. Explain to the student that rehearsal means saying the directions over to yourself to help you remember. Example: Oral--give students telephone numbers and have them remember them for 2 minutes. Written--give students three colors, such as red, blue, and yellow and have them remember them for 2 minutes.	

ACTIVITY	MATERIALS/RESOURCES
TASK D: CONTINUED	
Encourage rather than discourage rehearsal as a means of remembering. In oral or written directions let the student repeat over to himself/herself. Example: (Oral) - remember phone numbers - remembering people's names for introductions - remembering how to get to a destination	
2. Give students directions such as the following on slips of paper. Have the student read it, turn the paper over and remember it for 2 minutes. Have them practice saying over to themselves to remember. Gradually increase the number of directions and the time. - Put your name at the top of the paper. - While holding the nail with the tips of your fingers, hit it with the hammer. - Ask your teacher for an ohmmeter. Measure each of the resistors and record their values. - Dig a hole about 4 inches deep. Put some water in the hole. Gently place the seedling in the hole and cover it with dirt and peat. If the student has difficulty rehearsing several sequences go back to rereading direction sequence.	
TASK E: Student will learn to "chunk" material.	
1. Introduce "Chunking" of material. Say, "When we have very long directions, sometimes it is good to look for a natural break and divide the directions in two or more parts. That way we can remember the directions long enough to complete them." Brainstorm some examples of long directions that could be chunked (long academic assignments, telephone numbers, directions on models, directions for applying make-up).	
2. Have student write directions of at least 4 steps which could be chunked. Trade them and follow each other's directions.	
3. Using Worksheet E3 have students first mark the natural break, then remember the first sections by rehearsing it. Then recirculate and have them paraphrase the second section. (Some students may not need to break directions down, others may need to break each direction into single components.)	Worksheet E3
TASK F: Student will carry out one direction and recheck his/her work.	
1. Using Worksheet F1 have the student follow the steps taught previously to do his directions.	Worksheet F1
2. Have students work in a group to prepare 1-step directions for each other in writing. Have them trade the directions and follow them.	

ACTIVITY	MATERIALS/RESOURCES

TASK F: CONTINUED

3. (Variation) Each student will find a partner. Have them try to prepare directions in one step that might pertain to the vocation that they were interested in. For example, carpentry, horticulture, agriculture, plumbing, truck driving, etc. Have them trade directions, read them and paraphrase what they were to do or do it if applicable.

4. Set up a class bulletin board and leave messages for students to follow.

TASK G: Student will carry out two written directions without assistance and recheck his/her work.

1. Give the student slips of paper or sheets with directions such as the following on them. Student can paraphrase the directions back to you or write what he is to do or actually carry out the direction.

   - Pick up the newspaper and turn off the light.
   - Shut the window and raise the blind.
   - Turn to page 51 in your math book and take out a sheet of paper.
   - Type the first name, then skip a line.
   - Get out the lug wrench and the racket from your tool kit.
   - Arrange the articles on the shelves and reduce each price by 15%.
   - Plant the marigold seeds and cover each with one-fourth inch of dirt.
   - First scrape off the old paint with a scraper, then prime the surface.

2. Encourage students to make use of written directions. For example:

   - make a model (plane, car, etc.)
   - follow directions to learn a card game or board game
   - prepare something to eat (pizza, macaroni and cheese, etc.) by following the directions on the box (which are usually 2-3 steps)

   Increase written communication with the student to 2 directions. For example:

   - I have gone shopping. Please set the table and peel the potatoes when you get home.
   - John called. Football practice has been cancelled, and he wants to go to a movie Wednesday night.

   Continue to encourage the student to write directions to and for you.

3. Students should be able to carry out 2-step directions with a minimum of verbal rehearsal or rereading. If they encounter difficulty, go back to teaching steps A-E.

ACTIVITY | MATERIALS/RESOURCES

TASK H: Student will carry out three written directions without assistance and recheck his/her work.

1. Have students find examples of three step directions at home and in work areas. Trade examples and try to have students read them and paraphrase them and/or actually do them. (Encourage use of strategies for unknown words, and rereading if necessary.)

2. On slips of paper or sheets give students practice in following directions such as:
   - Take out your math book, turn to page ___ and do problems ___ to ___.
   - Staining (building trades example): Apply stain with a brush or a rag. Rub the stain both with and across the grain. Wait 10-15 minutes.
   - Repotting (horticulture example): Select a pot, cover the drainage holes with pebbles and half fill the pot with potting mix.
   - Keyboard (data entry example): Type the information from line one in squares 1-9. Type the information from line 2 in squares 10-20. Type the information from line 3 in squares 21-30.
   - Electronics example: Make an appointment with an electrician and ask about this vocation. Prepare the questions you wish to ask. Make a verbal report to the class.

TASK I: Student will carry out four written directions without assistance and recheck his/her work.

1. Review, if necessary, the chunking of material and rereading of directions.

2. Give the student written directions relating to each vocational area. Students may paraphrase directions or actually do them.

   - To clean a paintbrush: Saturate the bristles in appropriate solvent. Work the bristles between your fingers all the way to the head of the handle. Rinse in solvent several times. Wrap the brush in foil or heavy paper.

   - Removing the radiator cap from an overheated engine: To relieve steam pressure, wrap a thick rag around radiator cap and, without pressing down, turn cap counter clockwise to its first stop. Steam will come out of the overflow hose. Do not stand over the cap!

   - Using a voltmeter: Connect the voltmeter to a variable voltage supply. Set the voltage control knob to minimum and turn on the supply. Adjust the control knob to obtain readings of 1 volt.

TASK J: Student will carry out five written directions without assistance and recheck his/her work.

1. Review the chunking of material, looking for natural breaks and rereading directions if necessary. | Worksheet J1

ACTIVITY	MATERIALS/RESOURCES

TASK J: CONTINUED

2. Give each student written directions relating to each vocational area, such as:
   - Working with electricity
     1. Always shut off power before handling wires.
     2. Do not stand on a damp floor.
     3. Wear protective rubber gloves and rubbers.
     4. If you aren't sure, call a licensed electrician.
     5. Use only materials approved by a testing organization.

     (Have student paraphrase these or write them in his/her own words, or describe in what situation he/she would use each one.)
   - Fixing a flashlight

     Check to be sure your batteries are loaded correctly. If the light is dim, rub tin-positive terminal on each battery with fine sandpaper. Also rub the terminal mounted under the bulb socket. If the light winks, clean and slightly stretch out the spring in the light's base. Be sure the metal switch strip running along the side of the flash touches the reflector.

TASK K: Student will carry out six written directions without assistance and recheck his/her work.

1. Emphasize looking for natural breaks, rereading if necessary and using strategies to help the student with unknown words. (See Task E.)

2. Give students written direction to go somewhere in the building or on the grounds. They need to read the directions, paraphrase what they would do, and then do it. For example: Leave Room 102 and turn right. Walk until you come to another hallway, and turn left. Walk straight to the office and go in. Find your teacher's mailbox. Take the mail out of it.

   The following are a few variations:
   - Students would enjoy making up directions for each other, either about school or the community. They could write directions, trade them, and try to follow them.
   - Have students write directions to one another concerning how to make something he/she is familiar with (a cake, a model, an art project, etc.).
   - Have students describe an art picture in writing and have another student try to follow the directions in order to make the picture. Compare the pictures. Talk about the clarity of the direction.

TASK L: Student will carry out seven written directions without assistance and recheck his/her work.

1. When working with 7 directions, student will need to look for natural breaks, chunk materials to help remember it, do part of the directions, then reread and complete them. Emphasis should not be on trying to remember all seven, but on breaking down the directions into a reasonable number of parts and then carrying them out.

ACTIVITY	MATERIALS/RESOURCES
TASK L: CONTINUED	
2. Give students practice carrying out 7 instructions. For example: Offshoots (horticulture example): Large plants are lovely and can produce offshoots which can become independent plants. When the babies are about 3 inches tall and show fresh green growth, they can be removed. First, take a sterile knife and make a clean cut, taking the roots of the small plant. Put the little plants in small pots of soil. Keep them in a warm, somewhat humid place. In one month start a light feeding of 10-10-5 plant food every other watering. When the plants are 6-10 inches tall they can be transplanted. Materials you need to lay tiles (building trades): First do any necessary measuring with a yardstick. Mark the measures with a string and soft chalk. Get heavy shears or a knife to cut the tiles. Get a paint roller and tray or a wide paintbrush. Use a carpenter's square. Flatten down the tiles with a rolling pin.	
TASK M: Student will look at a diagram or chart of at least five steps and follow it unassisted.	
1. Use the same sequence described for written directions: find the diagram, read the diagram (using strategies for unknown words), verbally rehearse the steps, reread if necessary, carry out the chart or diagram.	
2. Start with rather simple two-step diagrams and charts and gradually get more difficult.	Worksheets M2 and M3
3. Map work (of the school, community, nation, or world) is helpful in getting student to follow a chart. Let students plan their own vacation. Let them pick out a state they want to visit and a car they want to drive. Then have them plan their itinerary, mileage, food, what they want to see, etc. They can even write letters to the state inquiring about tourist attractions.	Diagram from Reader's Digest Complete Do It Yourself Manual, p. 25. Maps can be acquired through automobile clubs (AAA for example) Also, states are often good about sending free materials
4. Have students try to construct a map of the school. Then let them write questions or commands for others to follow. Trade and talk about the success or difficulty.	
5. Tie in a math unit on charts and graphs. Show students the difference between the horizontal and vertical axis. Let students graph common things in the room--number of absences or tardies over time; numbers of students interested in varying occupations, etc.	Sequences and Exercise Following Directions, pp. 24, 28-29, 36, 37, 42-43.

FOLLOWING WRITTEN DIRECTIONS

PRETEST: Task A
Locating Directions

(To be given prior to instructing student in Task A.)

In each of the following examples, put a check in front of the items that are directions you might see.

1. ______ Circle the correct answer.

2. ______ You should possess an understanding of the needs of young people.

3. ______ High school courses in biology, chemistry, and physics are helpful.

4. ______ Dosage: Take 2 tablets every four hours.

5. ______ Directions: Apply a light coat of varnish with a brush.

6. ______ Connect the black wire to the wall plug unit.

7. ______ If Harry charges $.50 a square foot for his work, what estimate should he give his customer?

8. ______ Open this end only.

9. ______ To change a flat tire, first remove the tools from the trunk.

10. ______ Plant bulbs at least 15 inches apart.

FOLLOWING WRITTEN DIRECTIONS

PRETEST: Task B
Reading direction words

(To be given prior to instructing student in Task B.)

Read each direction. Look at the choices and circle the correct response.

1.	Circle the number 12.	a) $\underline{12}$	b) ⑫	c) $\cancel{12}$
2.	Mark with a vertical line.	a) —	b) |	c) /
3.	Mark with a diagonal line.	a) /	b) X	c) —
4.	Shade the box.	a) ■	b) □	c) ▤
5.	Connect a and b.	a) a—b	b) a b	c) a b

Circle the best meaning for the underlined word.

1. Assemble the pieces.

   a) take apart b) play with c) put together

2. Unscrew the lid.

   a) break b) loosen c) pry off

3. Adjust the carburetor.

   a) take off b) move c) tune until correct

4. Feed the paper into the machine.

   a) put or load b) move c) take out

5. Attach the glass to the band.

   a) fix, stick b) move c) loosen

FOLLOWING WRITTEN DIRECTIONS

PRETEST: Task C
Paraphrasing in sequence
(Administer individually.)

(To be given prior to instructing student in Task C.)

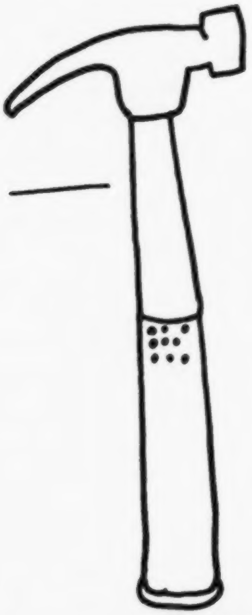
* Note for each direction whether the student could paraphrase the direction, needed to reread to remember, or needed assistance.

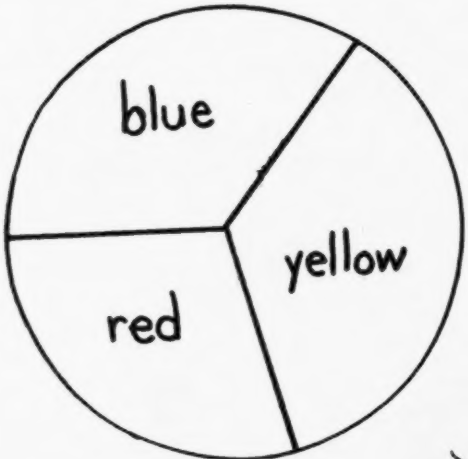
	OK	Reread	Assistance
1. Write your name on line 2.			
2. Open your book to page 151 and read number 1.			
3. Fold a piece of paper lengthwise, number 1-10, and put a period after each number.			
4. In the upper left corner, write your name. Under it write your grade. Under that write your age. Then turn the paper in to the teacher.			
5. Take out your book and turn to page 219. Do set 1 problems 5-16, only the odd numbered problems.			
6. Go to the library, put your pass in the "pass machine", find the books on World War II. Check them out, get your pass, and return to the room.			
7. When making a phone call, go to the telephone, pick up the receiver, wait for the dial tone, dial your number, ask for the person you wish to speak with and complete your call.			

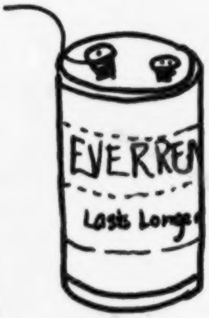
Worksheet A5

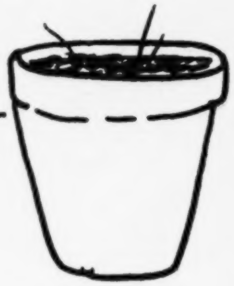
FOLLOWING ONE DIRECTION

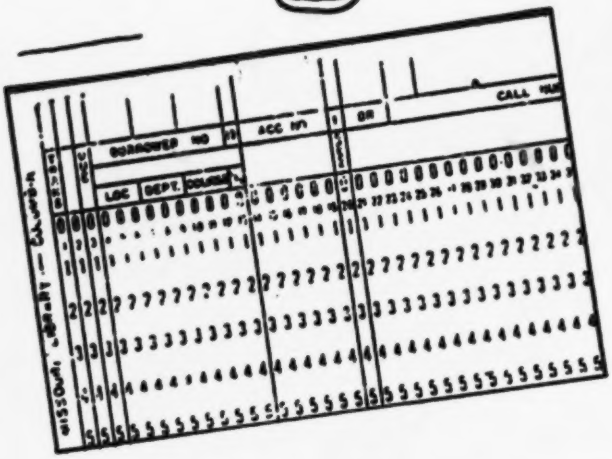
Look at the pictures. Follow the directions at the bottom of the page.

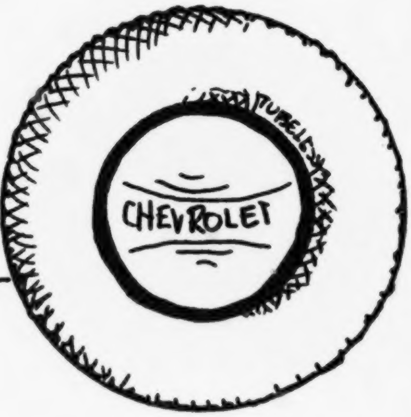



blue
yellow
red


EVERREN
Lasts Longe




CALL NO
BORROWED NO
ACC NO
LOC
DEPT.
COURSE



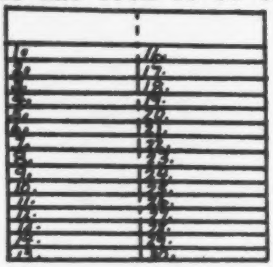
1. Put a number 1 by the hammer.
2. Put a number 2 by the battery.
3. Put a number 3 by the flower pot.
4. Put a number 4 by the tire.
5. Put a number 5 by the computer card.
6. Put a number 6 by the color wheel.

Worksheet B4

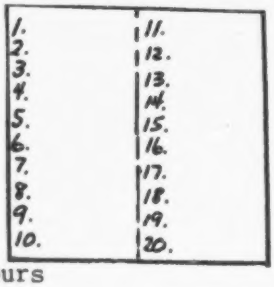
In each of the following, circle the letter of the example that correctly follows the direction.

1. Fold a piece of lined paper vertically. Number 1-15 on the left margin line and from 16-30 on the fold line. Put a period after each number.

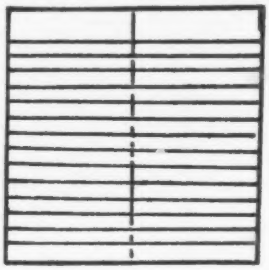
a)



b)



c)



2. Dosage: 2 pills every 4 hours

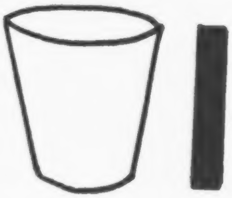
   a) Ken gave 4 pills in 8 hours.

   b) Bill gave 2 pills in 8 hours.

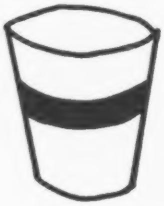
   c) Mary gave 2 pills in 2 hours.

3. Directions: Attach the band to the glass.

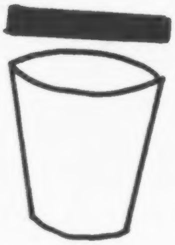
a)



b)



c)



4. Write a T before the statement if it is true.

   a) t

   b) T

   c) true

5. Arrange the display so the customer can see the detail of each blouse.

   a) Sam put 25 blouses on the table.

   b) Tom put 10 blouses on the table, 5 in each pile.

   c) Mary put 5 blouses on the table, side by side.

Worksheet C5

LEARNER READS DIRECTIONS

CLOZE TECHNIQUE

Sample Activity

In each of the following, fill in a word that makes sense.

1. (Sign on a cracker box) Open this ____________________ only.
2. (Found inside a wool skirt) Dry ____________________ only.
3. (Found on a brown-sugar box) Store in a ____________________ container.
4. (Found on a plant) Keep plant away from ____________________ sunlight.
5. (Found on a pay telephone) Do not ____________________ until you hear the ____________________ tone.
6. (Found on an instant coffee box) Stir until coffee ____________________.
7. (Found on a farmer's property) No Trespassing. Trespassers will be ____________________.
8. (Found at a movie theater) R Under 17 must be ____________________ by a parent.

Answers:

1. end
2. clean
3. airtight
4. direct or strong
5. dial
6. dissolves
7. prosecuted
8. accompanied

Accept any answer that makes sense in the context of the situation.

Worksheet E3

CHUNKING MATERIAL AND VERBALLY REHEARSING SEQUENCE

BUILDING TRADES

Attaching a toggle bolt

Pass the bolt through the fixture, hold arms flat and push into the hole. After arms expand, pull fixture so arms grip wall. Tighten the bolt until the fixture is firmly sealed.

CAR REPAIR

Getting up hills when it is slippery

The key to climbing a steep slippery hill is to keep your car's wheels from spinning. If no other vehicles are blocking you, pick up as much speed as you safely can before you reach the hill, then use this extra push to help carry you over. If the hill is so steep that downshifting is necessary, shirt the transmission to a lower gear before you reach the hill. Downshifting halfway up the hill will cause the wheels to spin.

HORTICULTURE

To prepare plants while you go on vacation

Prepare a metal bin or plastic tray 5-6 inches deep and watertight. Place a 3-inch bed of gravel on it. Pour water into the tray until it just reaches the top of the gravel. Set a group of potted plants on the top of the gravel. Many plants together help furnish additional humidity. Now wrap moist sphagnum moss (available from suppliers) around the outside of the pots to within 2 inches of the pot rim to conserve moisture.

FASHION MERCHANDIZING

Retail sales process

1. Welcome the customer.
2. Determine his/her needs.
3. Show the strengths of the merchandise.
4. Overcome his/her resistance to the sale.
5. Close the sale.

ADAPTED FROM: Creative Selling, p. 31.

Worksheet F1

DIRECTION WORDS

Before you can follow directions you must be able to read and understand direction words. For example, look at the meanings of these direction words:

$\underline{\text{underline}}$

circle ○

asterisk *

mark with a vertical line |

mark with a horizontal line —

square □

mark with a diagonal line /

cross out ~~cross out~~

fill in ▬

Shade ▨

connect a--b

print no

Read the sentences below. Each one gives a direction. Look at the three choices at the right. Find the one that follows the directions, and write the letter of the correct answer on the line at the right.

1. Underline the capital letter. a) G b) $\underline{G}$ c) $\underline{g}$ 1. ____

2. Circle the number ten. a) $\underline{10}$ b) ~~10~~ c) ⑩ 2. ____

3. Mark with a vertical line. a) — b) | c) / 3. ____

4. Mark with a horizontal line. a) — b) | c) / 4. ____

5. Mark with a diagonal line. a) — b) | c) / 5. ____

6. Fill in the box. a) □ b) ■ c) ▨ 6. ____

7. Fill in the circle. a) ● b) ○ c) ⊗ 7. ____

8. Connect x and y. a) xy b) x-y c) yx 8. ____

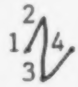
9. Put an x in the circle. a) ⓧ b) ● c) x 9. ____

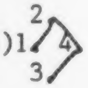
10. Shade the correct answer box. a) □ b) ☒ c) ▨ 10. ____

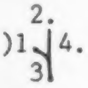
11. Cross out the number five. a) $\underline{5}$ b) 5 c) ~~5~~ 11. ____

12. Put a square around the Z. a) $\boxed{Z}$ b) ▨ c) Ⓩ 12. ____

13. Put an asterisk beside the answer. a) $\underline{\text{cat}}$ b) dog* c) star 13. ____

14. Connect the points in order. a) 

b) 

c) 

14. ____

15. Print the answer. a) □ b) no c) *no* 15. ____

Worksheet J1

LEARNER LOCATES DIRECTIONS--COMPARING DIRECTIONS

School directions

"Read the article. Then answer the question below."

"Write the letter T before the statements that are true."

Work directions

HOW TO PUNCH YOUR TIMECARD

1. Take card out of holder.
2. Put it in machine printed side facing in.
3. Push quickly until you hear a click.
4. Pull your card out.
5. File under your name alphabetically.

Note from the boss:

Tim
start pulling up the shingles
on the roof. Ill be back in
1 hour. Mr Thompson

Home directions

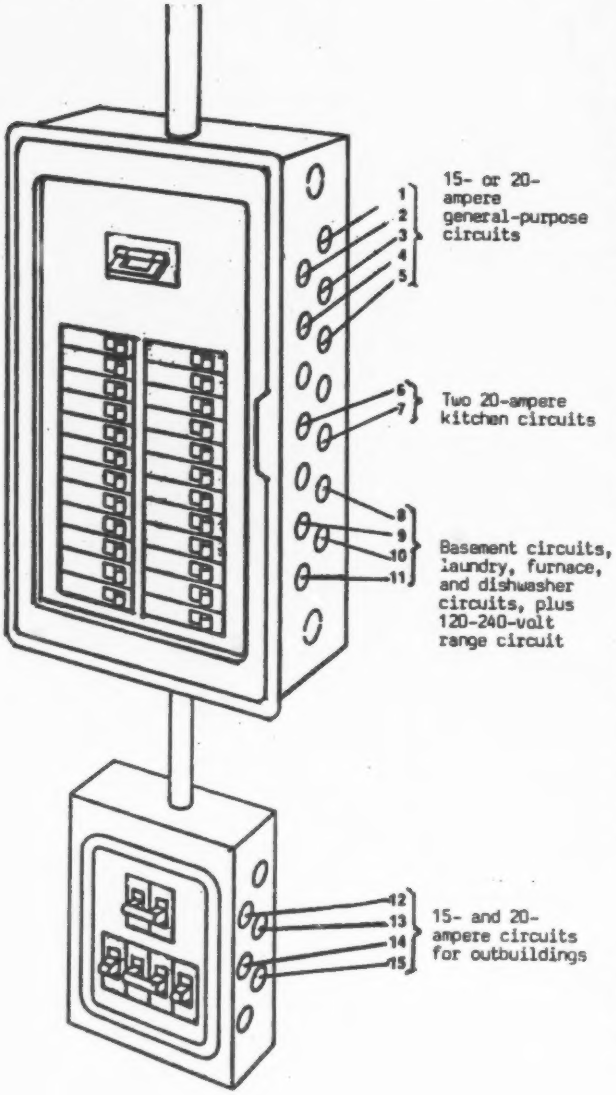
DIAL 911 IN AN EMERGENCY

To prepare macaroni and cheese: Heat water in a two-quart container. Bring to a boil. Add macaroni. Let it cook 7 minutes. Drain macaroni. Put 2 tablespoons butter or margarine, 1 cup milk, and the packet of cheese in the pan. Add the drained macaroni, simmer for about 2 minutes.

Worksheet M2

PLANNING NEW CIRCUITS

Efficient Light and Appliance Circuits


1
2
3
4
5
15- or 20-ampere general-purpose circuits
6
7
Two 20-ampere kitchen circuits
8
9
10
11
Basement circuits, laundry, furnace, and dishwasher circuits, plus 120-240-volt range circuit
12
13
14
15
15- and 20-ampere circuits for outbuildings

General-purpose circuits of 15 and 20 amperes take care of all lamps (ceiling, wall, bed, desk, drop lights, etc.), radio and television sets, outlets for vacuum cleaner and small appliances drawing a simultaneous total of under 1750 watts for a 15-amp. fuse, or 2300 watts for a 20-amp. fuse. If a room has no fixed ceiling lights, at least one wall outlet must be wired into the wall switch.

Two or more 20-ampere circuits for fryer, broiler, grill, iron, toaster, blender, food mixer, and similar kitchen appliances. Since more than two kitchen appliances are seldom used at the same time, a separate circuit for each appliance (except refrigerator) is really not necessary.

Separate basement circuits of 20 amperes serve laundry appliances and workshop power tools. A furnace is always on a separate circuit with no other outlets or lights on it. Room air conditioners of more than 1500 watts, hot-water heater, electric range, and clothes dryer require individual 240-volt circuits.

Service to an outbuilding such as a barn, guest house, or workshop should be on a separate power take-off from the main entrance panel. It should have its own disconnect switch. Four 15- or 20-ampere circuits are generally sufficient.

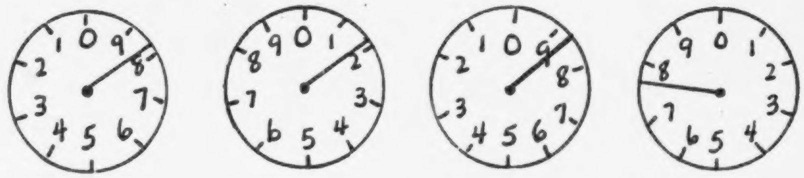
STUDY THE DIAGRAM. Then answer:

1. How many general purpose circuits are recommended? ____________________
2. How many kitchen circuits are recommended? ____________________
3. What do circuits 8, 9, 10, and 11 go to? ____________________

Worksheet M3

FOLLOWING DIRECTIONS ON A CHART OR GRAPH

HOW TO READ A METER

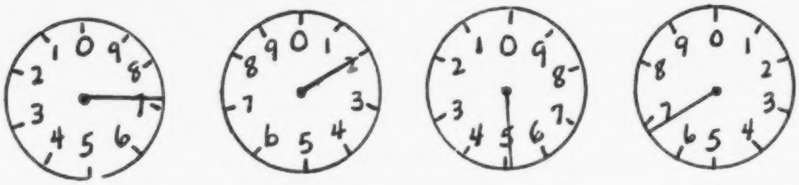


1 0 9 8 7 6 5 4 3 2
9 0 1 2 3 4 5 6 7 8
1 0 9 8 7 6 5 4 3 2
9 0 1 2 3 4 5 6 7 8

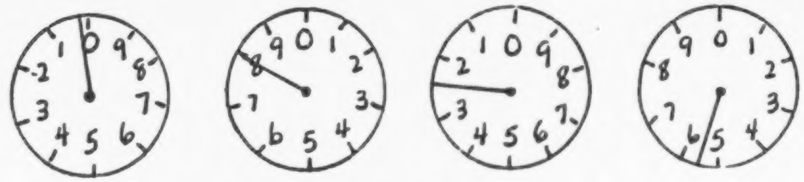
When the needle is between two number, always read the lower number. The needle for each dial must have reached the number before you read that number.

The meter above ______________. (8187)

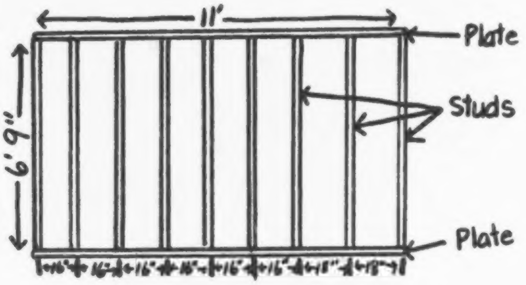
Read these meters:



______________ (7256)



______________ (0825)



11'
Plate
Studs
6'9"
Plate
16" 16" 16" 16" 16" 16" 16" 16"

This is a partition for a large room. It has 2" x 4" lumber, covered with 1/2" wallboard, taped seams and painted.

STUDY THE DRAWING. Then answer:

1. How many studs are needed? ______________
2. The "trim" thickness is 1 5/8" for the top and bottom plated. How long should each stud be? ______________
3. John can cut 3 studs from a 22 ft. 2" x 4". How many linear feet should he buy? ______________

ACCESS SKILL

STUDENT WILL IDENTIFY STRATEGIES FOR GAINING JOB-RELATED INFORMATION

NAME:

DATE COMPLETED	DATE RECHECKED	TASK ANALYSIS STEPS	TEACHER COMMENTS
		A. Student will list people in the school, home, and community who can help him/her find job-related information. B. Student will demonstrate how to ask people in the school, home, and community for job-related information. C. Student will locate rooms in the school that contain job-related information. D. Student will locate addresses of places in the community where job-related information can be found. E. Student will define the need for a social security number and describe how to obtain one. F. Student will list and demonstrate skills needed for a particular job. G. Student will locate job-related information in newspapers and telephone books. H. Student will describe appropriate behaviors needed when talking to prospective employers. I. Student will define the responsibilities of a job counselor and how he/she can assist the student in getting job-related information. J. Student will describe how to use the Occupational Outlook Handbook and the Janus Job Box.	

ACCESS SKILL: **IDENTIFY STRATEGIES FOR GAINING JOB-RELATED INFORMATION**

TASK ANALYSIS STEPS: A-J

ACTIVITY	MATERIALS/RESOURCES
TASK A: Student will list people in the school, home, and community who can help him/her find job-related information.	
1. Have the student give the full name and title of three people in the school, three people in the community, and three people from home who can provide job-related information. List them on Worksheet A1.	Worksheet A1
2. Have the student explain to the class why the persons they listed on Worksheet A1 were chosen and how they can help the student find job-related information.	Worksheet A1
3. Invite persons from the school and the community talk with students about services they provide in the area of job seeking and employment.	
TASK B: Student will demonstrate how to ask people in the school, home, and community for job-related information.	
1. Demonstrate with co-teacher or aide ways of asking for job-related information. Present a negative position first. Overact!! Have students identify problems and suggest solutions. Redo the presentation in a positive manner following students suggestions. Again, have them critique the presentation. Discuss possible outcomes for each.	
2. Have the student role play teacher-made situations that ask for information. Let them practice with each other. Put group in a semi-circle and have them approach the teacher one at a time. Have the student ask for information. Let the other students evaluate the student with constructive comments.	
3. Ahead of time ask librarian, counselor, and other receptive individuals if students could approach them to ask for information. Have that individual report back to the teacher on effectiveness of the students' ability to ask for information.	
TASK C: Student will locate rooms in the school that contain job-related information.	
1. Have the student write down or draw what the guidance office, library, classroom, and main office look like when they are in these rooms.	
2. Have the student draw a map locating the guidance office, library, classroom, and main office. Let them go to these locations and update their maps if necessary.	
3. Have student trade maps and find the guidance office, library, classroom, and main office. Have the students evaluate each other's accurateness on the maps.	

ACTIVITY	MATERIALS/RESOURCES
TASK D: Student will locate addresses of places in the community where job-related information can be found.	
1. Have the student list places he/she plans to investigate for job-related information.	
2. Using phone books have student write down addresses and phone numbers of each place he/she plans to investigate.	
3. Have the student describe landmarks that are close to these places that will give job-related information.	
4. Using bus schedules have the student write down the times and name of the bus they will use to get to these places during business hours.	Local city bus schedules
TASK E: Student will define the need for a social security number and describe how to obtain one.	
1. Brainstorm with students and give them ample opportunity to discuss why a social security number is needed. (Specifically, taxes and retirement.)	
2. Demonstrate on the board what a social security number looks like. Use spaces and dashes to show how it may appear on an application form. If student knows his/her number, have him/her demonstrate on the board.	
3. Have student locate the social security office in the phone book and write down the address and phone number.	
4. Have students fill out social security number application forms. (The social security office will give you enough for your class.) Help them if necessary. (If they already have a social security number, let them fill out the form anyway to practice filling out applications.) Follow-up: a) Have student check with parents to see if he/she has a social security number. b) Have parents assist with any unknown information. Upon completing the form have parents take them to the office to help them secure a number. The student must bring his/her birth certificate.	Social security number application forms (pick up at social security office)
TASK F: Student will list and demonstrate skills needed for a particular job.	
1. Student will list five skills they feel they can do successfully (i.e., washing dishes, following directions, babysitting, etc.).	
2. Using the skills above have the students relate them to possible employment (i.e., dishwasher, errand runner, child care center, etc.). Have student share with the class.	
3. Have students explore their hobbies. Ask them to think of jobs they could get that revolve around their hobbies (i.e., gardening - florist shop, swimming - lifeguard).	

ACTIVITY	MATERIALS/RESOURCES
TASK F: CONTINUED	
4. Have a show and tell demonstration. Each student should have one skill they could show. They will need to bring all necessary items for their demonstration.	
5. Assign students to observe two employees and list all the types of skills they see those persons performing on the job. Have a class discussion based on findings. Ask students how many of the skills overlap. Also have student determine how many of the skills they possess compared to how many they like to perform.	
TASK G: Student will locate job-related information in newspapers and telephone books.	
1. Using phone books have students find the yellow pages. Explain why they are important (easy access to categories). Using their skills and hobbies sheets have them find the category of each skill and hobby.	Phone books
2. Have the student list the category and one place of employment under that category. Make sure that they write down the address and phone number.	
3. Using newspapers from several different cities have the students find the classified ads. List on the board the different sections as they find them (i.e., help wanted, free for free, for rent).	Newspapers
4. After listing all section have the students find help wanted or employment ads. Ask them to read a few. Point out the need for abbreviations (limited space). Have them look for full-time and part-time jobs. Have them locate and circle five full-time and five part-time jobs.	
5. Using their skills and hobbies sheets have students find three full-time and three part-time jobs in the help wanted ads. Have them list all pertinent information (i.e., name, rate of pay, phone number, address).	
TASK H: Student will describe appropriate behaviors needed when talking to prospective employers.	
1. Have principal or other respected adult give a presentation on interviewing. (Have teacher interview the principal.) Do one negative and one positive demonstration. After the negative interview discuss with students how they would feel if they were considering hiring that person. Next, have the principal present a positive image interview. Ask the same questions from the first interview. Discuss the positive interview with the students.	
2. Have students write or discuss a comparison of the two interviews pointing out the negative and positive items they noticed.	
3. Role play interviews with each student, asking questions they may have to answer in an interview. Have the rest of the class evaluate behavior during the interview. It can be great fun to videotape these interviews if possible.	

ACTIVITY	MATERIALS/RESOURCES
TASK I: Student will define the responsibilities of a job counselor and how he/she can assist the student in getting job-related information.	
1. Plan a field trip to the local state employment agency. Have students take notes and familiarize themselves with the agency. Upon returning to class have students write a summary of what they saw and how it might affect them when job seeking.	
2. Have a job counselor lecture the class on the services they provide and how the agency can help the student find employment. Have the counselor conduct a question/answer session where students can gain information.	
3. After the job counselor leaves review the material and have the student write down information needed when filling out applications or talking with a prospective employer. Ask students to summarize information on a 3x5 card to carry with them.	
TASK J: Student will describe how to use the Occupational Outlook Handbook and the Janus Job Box.	
1. Take students to the library. Ask the librarian to introduce them to the Occupational Outlook Handbook. Have students look up jobs they are interested in and list several locations where they may find these jobs.	
2. Introduce students to the Janus Job Box to identify jobs for which they are qualified. Tell the students to list the jobs and their qualifications.	

Worksheet A1

List three people from your school that can help you find information about jobs. Be sure to use full name, phone number, and complete address.

SCHOOL

Full Name Complete Address Phone Number

1. ______________________________

2. ______________________________

3. ______________________________

Do the same with three people from the community.

COMMUNITY

Full Name Complete Address Phone Number

1. ______________________________

2. ______________________________

3. ______________________________

Do the same with three people from home.

HOME

Full Name Complete Address Phone Number

1. ______________________________

2. ______________________________

3. ______________________________

ACCESS SKILL

STUDENT WILL ACCURATELY USE A TABLE OF CONTENTS AND INDEX AND READ A REFERENCE LIST

NAME:

DATE COMPLETED	DATE RECHECKED	TASK ANALYSIS STEPS	TEACHER COMMENTS
		A. Student will define and state the purpose of the tables of contents and tell where the table of contents is located in a book. B. Student will locate information in a table of contents. C. Student will use a table of contents. D. Student will define and state the purpose of an index and tell where an index is located in a book. E. Student will locate specific information in an index. F. Student will use an index. G. Student will locate products by using the index of a commercial catalog. H. Student will place a written order from a commercial catalog.	

ACCESS SKILL: STUDENT WILL USE A TABLE OF CONTENTS AND INDEX
AND READ A REFERENCE LIST

TASK ANALYSIS STEPS: A-H

ACTIVITY	MATERIALS/RESOURCES
TASK A: Student will define and state the purpose of the table of contents and tell where the table of contents is located in a book.	
1. Write the words "table of contents" on the blackboard or on a transparency. Have the students define a table of contents. (It lists the titles of the chapters and the pages on which they begin.) Also discuss the purpose of an index. (It gives general clues about what is in a book or magazine.)	
2. After discussing the definition and purpose of the table of contents, ask the students where they think the table of contents is located.	
3. Have the students name magazines they have bought or books they have read because of what they first read in the table of contents. Also have them name ones they did not buy or read after reading the table of contents.	
4. Have the students bring to class their various textbooks. Have them locate the table of contents.	Textbooks
TASK B: Student will locate information in a table of contents.	
1. Give each student a sample of a table of contents. Have students locate the title of the page (table of contents). Sometimes the page is entitled "contents." Have them locate the next two headings (chapter and page). Have them discuss what comes under these two headings. Sometimes the word "unit" is used in place of "chapter".	Worksheet B1
2. Have the students look at the table of contents in one of their textbooks. Have them compare the table of contents to worksheet B1. Ask the following questions: a. Is the title of the page the same? b. Is the next heading entitled "chapter", "unit", or something else? c. Are the page numbers listed under the title "page"? d. Are numerals or Roman numerals used before each chapter, unit, or story?	Textbooks, Worksheet B1
3. Review Roman numerals, one through ten with the students, since some tables of contents use Roman numerals.	Worksheet B3
4. Using Worksheet B1, develop questions for students to answer concerning the table of contents.	Worksheet B1 Worksheet B4
5. Assign a chapter from the book and ask the students to write a table of contents.	
TASK C: Student will use a table of contents.	
1. Give the students a copy of a table of contents. Have them answer questions concerning the index.	

ACTIVITY	MATERIALS/RESOURCES
TASK C: CONTINUED	
2. Have students bring their various textbooks to class. Divide the students into groups of two, making sure the two people have the same textbook. Have one student ask the other several questions in which he must use the table of contents before turning to the correct page. After several questions, have the students exchange places.	
3. Have students bring a magazine, found in the library, to class. Have them skim through the table of contents to find articles of interest and then turn to the correct page. Exchange magazines so students can become familiar with the table of contents in various magazines.	Magazines
4. Have students bring their textbooks and homework assignments to class. Have them locate their homework assignments in the textbooks by using the table of contents.	Textbooks, homework assignments
TASK D: Student will define and state the purpose of an index and tell where an index is located in a book.	
1. Discuss with students the fact that books contain so much information that a person would have difficulty finding one particular fact within the book. You would have to look at each page to see if the fact appeared on the page. This method would take a long time. To make it easier, a writer may include an index in the book.	
2. Write the word "index" on the blackboard or a transparency. Ask the students to define an index. Write their definition on the board or transparency. (This will be the beginning of a chart.) An index lists the subjects that are in a book. Also discuss the purpose of an index. It helps a reader locate specific information quickly without having to look through the book. Add this to the chart.	Worksheet D2 (This is the complete chart)
3. Ask the students what kind of books are likely to have indexes. (Books that contain many facts.) Have the students name books that contain indexes.	
4. Discuss with students where an index is usually located (at the end or after the main part of the book). Add this to the chart.	Worksheet D2
5. Have the students locate the index in their various textbooks. If a textbook does not have an index, have them discuss why it was not included in the textbook.	Textbooks
TASK E: Student will locate specific information in an index.	
1. Have the students examine an index in one of their textbooks. Point out to the students the index lists the subjects in alphabetical order. Review alphabetical order with the students. Have them alphabetize words to the third letter.	Worksheet E1

ACTIVITY	MATERIALS/RESOURCES
TASK E: CONTINUED	
2. Give each student a part of an index. Point out to the students that there are four main entries on this worksheet, which are listed in alphabetical order. Have students identify these. Also point out that under these main entries are subtopics which are also listed in alphabetical order. Have the students name some of the subtopics.	Worksheet E2
3. Write the following on the blackboard: Accidents bicycling, 141-143 prevention of, 158, 203 with fire, 115-117, 119 Explain to the students that sometimes a hyphen separates numerals, as in the case of bicycling. Explain the hyphen means that the subject is discussed on pages 141, 142, 143. Also explain to the students that when a comma separates two numerals this means the subject is discussed on two separate pages, as in the case of prevention. Ask the students on what pages is the subject "with fire" discussed.	
4. Put the following sentence on the board: What are the four basic food groups? Have the students read the question. Ask them what key word in the sentence would you look for in an index to find the answer to the question. The key word is food. Give students other questions to determine the key word to look for in an index, using Worksheet E2.	Worksheet E4 Worksheet E2
5. Using their various textbooks have students find the main entries and subtopics in the index. Have them develop questions using the key words found in the index. Have them give their questions to another student to answer.	
TASK F: Student will use an index	
1. Give the students a copy of an index. Have them answer questions concerning the index.	
2. Have the students use the same textbook. Give them questions. Have them look in the index, find the correct page or pages where the questions can be answered, and then answer the questions.	Textbooks, prepared questions
3. Again use the same textbook for all students. Divide the students into two groups. Give the students a question. Have them determine from the index on what page the question can be answered. The first team that answers the question receives a point. Continue until one team receives five points.	Textbooks, prepared questions
4. Have students examine an index in a newspaper. Give them a specific entry and have them identify on which page or pages it can be found.	Newspapers

ACTIVITY	MATERIALS/RESOURCES
TASK F: CONTINUED	
5. Have the students examine an encyclopedia index. Put the following example on the board: Airplane carrier, see aircraft carrier Point out to students that one entry may refer students to another entry in the index. Have them locate other entries that refer them to another entry. Discuss reasons for this.	Encyclopedia index
TASK G: Student will locate products by using the index of a commercial catalog.	
1. Discuss categories of products found in various catalogs. Use the Sears catalog as an example. Examples should include auto supply, furniture, and clothes.	Sears catalog
2. Using the board brainstorm various types of items that can be found under each of the categories determined in activity 1. Worksheet G3 has examples of these categories and items.	Worksheet G3
3. Using Worksheet G3 and the index of the Sears catalog have students locate the 5 items listed under each of the items identified. For example, under the category of Auto Supply is listed batteries; when looking under batteries in the index the student will find 5 or more types of batteries to choose from.	Worksheet G3 Sears catalog index Worksheets G3a, b, c, d
TASK H: Student will place a written order from a commercial catalog.	
1. Using a page from a Sears catalog or Worksheet H1 explain to the students that there are many codes and numbers that must be used in order to order something from a catalog. Even though all catalogs are not the same, the basic idea is the same. Go over and explain the various code words that the student will find on the order sheet and the item page number. These terms will be found on Worksheet H1.	Worksheet H1
2. Using Worksheet H2 have students locate and circle as many of the code words used for ordering that were discussed on Worksheet H1 as they can. Have students order 4 of the items on Worksheet H2. Use Worksheet H2a (order form) to place this order.	Worksheets H1, H2, H2a
3. Go over Worksheet H3 with students. Explain how this catalog sheet is set up. Have students locate different items as teacher call them. When teacher feels the students are able, select various items for them to place on the order sheet.	Worksheets H3 Order form
4. Provide student with a variety of catalogs. Allow him/her to place orders from three of them.	Catalogs

Worksheet B1

Table of Contents

Chapter	Page
1. A Secretary's Job	3
2. Office Machines	20
3. Telephone Messages	35
4. Typing Letters	40
5. Dictation	60
6. Transcription	70
Index	85

Worksheet B3

Match the Roman numerals with the Arabic numerals.

1. ______ IV
2. ______ VII
3. ______ X
4. ______ II
5. ______ V
6. ______ IX
7. ______ I
8. ______ VI
9. ______ III
10. ______ VIII

a. 1
b. 2
c. 3
d. 4
e. 5
f. 6
g. 7
h. 8
i. 9
j. 10

Answer Key:

1. d
2. g
3. j
4. b
5. e
6. i
7. a
8. f
9. c
10. h

Worksheet B4

Use Worksheet B1 to answer these questions.

1. What is the title of this page?

2. How many chapters are there in this book? What else is located in this book?

3. What is the title of chapter 2?

4. What chapter is located on page 60?

5. You need to know how to run a duplicating machine. What chapter would you turn to in this book?

6. You need to know the correct format for typing a business letter. What chapter would you turn to in this book?

Answer Key:

1. Table of Contents
2. 6, Index
3. Office Machines
4. Dictation
5. Chapter 2
6. Chapter 4

Worksheet D2

USING AN INDEX

1. An index lists the subjects that are in a book.
2. An index helps a reader locate specific information quickly without having to look through the book.
3. An index is found at the end of the book or after the main part of the book.
4. An index lists the subjects in alphabetical order.

Worksheet E1

Put each group of words in alphabetical order. Number them 1-5 beginning with 1.

clean _______

clue _______

cloth _______

clamp _______

climb _______

material _______

manufacture _______

market _______

maximum _______

mail _______

diet _______

dial _______

direction _______

dig _______

distribute _______

install _______

invoice _______

increase _______

ingredients _______

intake _______

Worksheet E2

USING AN INDEX

Here is part of an index from a health book.

Accidents
- at home, 110
- bicycling, 141-143
- prevention of, 158, 203
- with electricity, 120-124
- with fire, 115-117, 119
- with guns, 135-138

Colds
- causes of, 79-80
- effects of, 84, 86
- treatment of, 88-93

Exercise
- effect on heart, 205-207
- importance of, 54, 204
- types of, 210-225

Food
- diet, 320, 333, 335, 382-384
- digestion of, 56, 348-349
- food groups, 320, 333, 382
- vitamins in, 325-327

Worksheet E4

Circle the key word you would look for in the index to find the answer to the question.

1. Why is exercise important?
2. Can people get colds from walking in the rain?
3. Is exercise good for your heart?
4. What causes accidents with guns?
5. What types of food are important in the daily diet?
6. What is the best treatment for colds?
7. How can accidents with fire be prevented?
8. How is food digested?
9. What is the best type of exercise?
10. Do many accidents happen at home?

Answer Key:

1. exercise
2. colds
3. exercise
4. accidents
5. food
6. colds
7. accidents
8. food
9. exercise
10. accidents

Worksheet G3

On the line next to each item write five items listed in the index under that item name.

Clothing

shirts ____________________

shoes ____________________

belts ____________________

coats ____________________

blazers ____________________

blouses ____________________

socks ____________________

slacks ____________________

shorts ____________________

Furniture

lamps ____________________

desks ____________________

tables ____________________

chairs ____________________

mirrors ____________________

Auto Supplies

cables ____________________

batteries ____________________

tires ____________________

seat covers ____________________

carriers ____________________

car stereos ____________________

valves ____________________

Worksheet G3a

Simplify your Shopping with Sears Catalogs

SHOP BY PHONE—It's so easy . . . your Sears phone number may already be on the wrapper (if not, look in your phone book under Sears, Roebuck and Co.). Just call and give us the catalog numbers, descriptions and prices of the items.

STOP IN OR MAIL YOUR ORDER—If you prefer, shop in person at any of our more than 3000 locations nationwide. You'll find copies of all our catalogs and friendly sales people to help you place your order. Of course, you can still order by mail with the order blank in this book (see page 618L).

SAVE A TRIP WITH HOME DELIVERY—Use your Sears credit card and say "Charge It" and have your order delivered. For no more than $1.00 over store pickup, we'll send any mailable order direct to your home, office or anywhere else you request in the Continental U.S. (see page 632). If you'd rather pick up your order, we'll call when it's ready.

To Get Sears Catalogs

AUTOMATICALLY—If you place at least two catalog orders of $30 each, every six months from any catalog, you will be offered our Big Books free of charge, plus many sale catalogs throughout the year. For extra copies of this catalog or FREE copies of our Specialogs, see page 627.

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SEARS FINANCIAL NETWORK
For information on
Allstate
Dean Witter
Coldwell Banker
Sears Savings Bank*
*Located in California

See special 8 page insert following page 618

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1-800-543-3296

A

Abdominal Supports 228, 617
Accent Furniture . .1118, 1120-1122, 1124-1126

ADAPTERS
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Women's/Half Sizes
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Work Clothing

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★ ★ ★ ★ ★ ★ ★ ★ ★
STATUE OF LIBERTY COMMEMORATIVE ITEMS
See special 8 page insert plus front cover.
Note. At least 7.8% (and up to 25%, depending on degree of customer response and products sold) of the cost to Sears for these commemorative items will be paid to The Statue of Liberty-Ellis Island Foundation, Inc. for the restoration of the Statue of Liberty National Monument
★ ★ ★ ★ ★ ★ ★ ★ ★

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Worksheet G3b

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Girls' . .301-303, 310, 316, 322
Men's . .455, 457, 468, 469, 478, 479, 494, 495, 510, 513, 519, 526
Misses'/Women's . .58, 59, 62, 69, 72, 73, 118
Teen Males' 369, 382, 387
Video Cassette Recorders/ Accessories 940, 941, 943
Video Tapes . .941, 943, 958
Vinyl Floorcovering 1076, 1077
Violins/Bows 931
Visors, Sun, Auto. . .680

W

Waders, Men's Fishing 608

Waffle Irons 1039
Waist Whittlers 225
Walkers, Baby. 254
Wall Cabinets 1300-1305
" Hangings 1330, 1331, 1333, 1366, 1367, 1370
" Hangings, Nursery 245, 247
" Shelves 1126
Wallets, Men's 454, 538
Wardrobes. .1046, 1050, 1051, 1054, 1055, 1057
Warming Dishes, Nursery 255

WARM-UP APPAREL
Baby . . .268, 269, 272
Boys' . . .337-339, 348, 354-357, 364-368
Girls' . . .285, 291, 292, 296, 307, 319, 325, 326
Maternity. 234
Men's 484-489, 556-559
Misses'/Women's . .66-69, 77, 90, 91, 556-559
Teen Males' . . .354-357, 364-368

Washcloths 1281, 1286, 1287, 1290, 1291, 1298
Washers, Clothes 905-908, 910
Washers, Clothes, Commercial 912
Washers, Clothes, Portable. 904
Washing Machines
—See Washers, Clothes

Wastebaskets 1281, 1301-1305
Watches, Women's 98
Water Conditioning Equipment 837
" Dispensers, Hot 863
" Filters 839
" Heaters and Fittings 830-835
" Heaters, Mobile Home 832
" Pick 618
" Purifiers/Accessories 837-839
" Softeners/ Accessories . . .836
" Systems, Drinking 838, 839
" Tanks, Pump 827
Waterbed Bedding 1316

Waterproof Boots, Boys' 425
Wedges 1318
Weed Trimmers/ Accessories 754, 755
Weight Bench Covers 572, 573
Weight Sets . .569, 572, 573, 576

SAVE UP TO $25
See Valuable Coupons on page 618J

Weightlifting Equipment 566, 567, 569, 572-576, 586
Welders and Supplies 717
Wet Wipes, Baby 257
Wheel Covers, Vehicle 666

WHEELS
Bicycle 589
Training Bicycles 589
Wheels and Accessories, Vehicle 664, 665, 669
Whirlpool Baths 618
Winches, Utility/Accessories 687, 716
Windows, Vehicle. .680, 683, 694
Winnie-the-Pooh Articles and Fashions 244, 245, 247-249, 251, 252, 254, 255, 258-261, 266, 272
Woks, Electric 1037
Women's Apparel
–See Item Wanted

–Also See Page 627 for Sears Fashions in Women's and Half-Sizes for the Petite Woman

Work Benches/Stools 721, 723
" Clothes, Men's . .490, 491, 516, 517, 524-540
—Also See Page 627 for Sears Work Clothing Specialog

" Gloves Men's . . .527, 534, 537, 538
" Lights 741
" Shoes, Men's. 430-434
" Shoes, Women's 318, 319
" Socks, Men's . . .431, 540
Worklights, Auto 686
Wrap-A-Rounds, Men's 552, 553
Wrench and Socket Sets. 741
Wrist Weights 575, 586
Wristwatches 98

more
LOOK IN
SEARS SPECIALOGS

If you don't find what you want in this index, you will probably find it in one of our Specialogs . . . 22 special catalogs serving special needs

(see page 627 for details)

Worksheet H1

There are many codes used when ordering from a catalog. These are a few of those codes. When you discuss these with your teacher write what they mean next to the code.

9H87045 ______________________________

Shpg wt 6 lbs 2 oz ______________________________

29.95 ______________________________

L x W ______________________________

Units ______________________________

16 1/2 in. x 24 1/2 in. long ______________________________

items ______________________________

wt. ea ______________________________

dimensions ______________________________

price ______________________________

wt lbs ______________________________

catalog number ______________________________

width ______________________________

size ______________________________

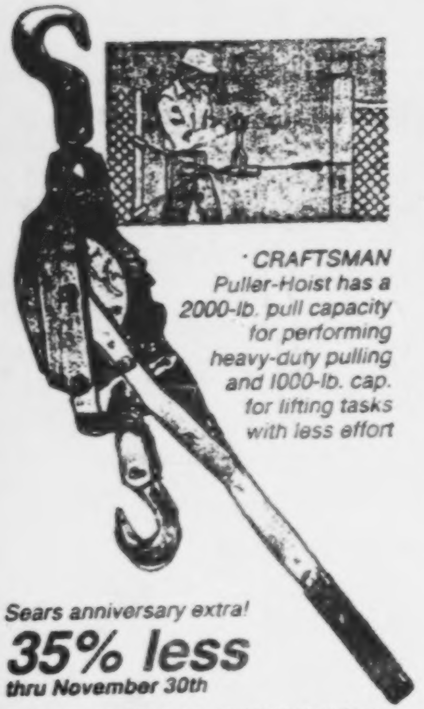
color ______________________________

description ______________________________

qty ______________________________

Worksheet H2

SUPER VALUES FOR HOME



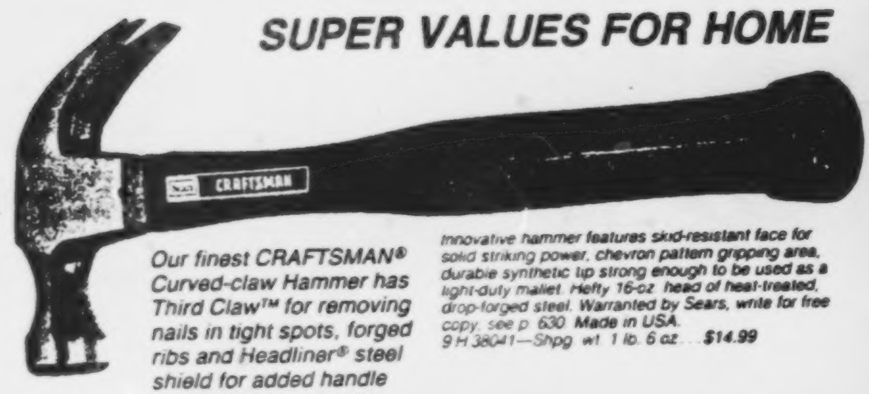
· CRAFTSMAN Puller-Hoist has a 2000-lb. pull capacity for performing heavy-duty pulling and 1000-lb. cap. for lifting tasks with less effort

Sears anniversary extra!

35% less

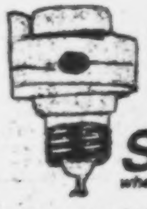
thru November 30th

Puller-hoist can lift engines, stretch cable, tighten fences and so much more. Zinc-plated steel welded frame. Laminated steel ratchet drum. Heat-treated drive and stop assembly. 3/16-in. diam. aircraft-type steel cable with slip hooks. Let-down safety catch. Maximum lift is 12-ft. 10:1 leverage. Made in USA. Shipping weight 6 pounds 8 ounces.
9 H 7866 . . . Thru 11/30/86 $17.99
Price after 11/30/86 . . . $27.99



Our finest CRAFTSMAN® Curved-claw Hammer has Third Claw™ for removing nails in tight spots, forged ribs and Headliner® steel shield for added handle strength and protection

Innovative hammer features skid-resistant face for solid striking power, chevron pattern gripping area, durable synthetic tip strong enough to be used as a light-duty mallet. Hefty 16-oz. head of heat-treated, drop-forged steel. Warranted by Sears, write for free copy, see p. 630. Made in USA.
9 H 38041—Shpg. wt. 1 lb. 6 oz. . . . $14.99



NIGHT EYE™ automatically lights your way between dusk and dawn for safety

Save 14%

when you buy 2 or more

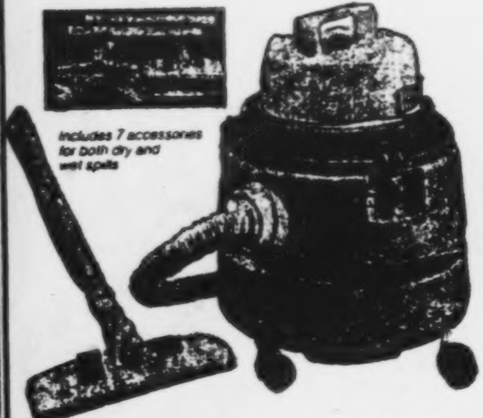
Feel more secure after dark with NIGHT EYE™. No need to leave lights on all day. Photoelectric sensor responds automatically to turn on light after dusk, off at dawn. Just screw into light socket and install bulb. Works inside or out with incandescent bulbs 150-watt max. UL listed AC. Made in USA.
Shipping weight each 7 ounces.
9 H 83198 . . . Each $6.99
Two or more . . . Each $5.99

Special Value! Buy Leather Nail and Tool Pouch and get this $9.99 Leather Belt FREE. Offer valid thru August 31st only

Glove leather pouch has large, medium nail, 6 side pockets plus 2 tool loops and tunnel belt loop. Made in USA.
9 H 45143—Shipping weight 1 pound . . . $24.99

Top-grain leather belt adjusts to fit waist sizes 29 to 46-in. 1¾-in. wide. Made in USA.
9 H 45891—Shipping weight 7 ounces . . . $9.99

Belt and tool pouch combination.
9 H 45154—Wt. 1 lb. . . . Thru 8/31/86 $24.99
Price after 8/31/86 . . . $34.96

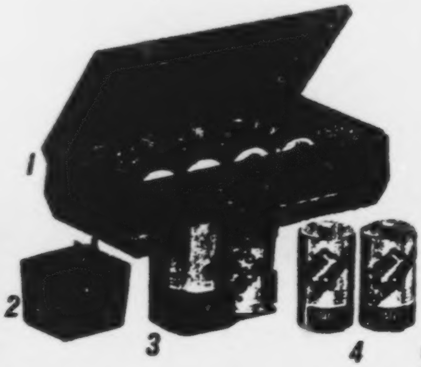

Includes 7 accessories for both dry and wet spills

Quiet yet powerful 1.1-HP, 6-gallon wet/dry Vac cleans up just about everything from kitchen spills to dirty workshop floors

Vac incl. 1¼-in. diam. hose, 2-pc. interlocking extension, combination carpet nozzle/floor brush, crevice tool, upholstery nozzle, wet pick-up nozzle, brush, drain unstopper. Warranted.* Made in USA.
9 H 17909C—Shipping weight 17 lbs. . . . $79.99
9 H 17910—Repl. Filter. Wt. 1 lb. . . . $8.49
9 H 17866—6-ft. Hose† Wt. 1 lb. 7 oz. . . . $9.49

Homecare accessory kit incl. carpet/bare floor nozzle, upholstery nozzle, drain unstopper, 2-pc. extension, 1¼-in. hose.
9 H 16912—Shipping wt. 3 lbs. . . . $29.99

*Warranted by Sears, write for free copy, see p. 630
†1¼-in. diam. vinyl



For true economy . . . Again and Again® Rechargeable Batteries can be fully charged up to 1000 times!

Help put an end to battery/money drain by using these Nickel-cadmium rechargeable batteries. Ideal for cassette players, electronic flashes, toys and radios. Chargers are UL listed AC. Warranted by SAFT, INC., write for free copy, see p. 630.

1 Multiple cell charger holds 4 "AA", "C", or "D" batteries in any combination; two 9-v. or one 9-v. and 2 of any other size. 6-ft. cord. Imported.
9 H 4625—Shipping weight 1 lb. 4 oz. . . . $11.99

2 Wall charger holds 2 "AA", "C", or "D" batteries with adapter or one 9-v. battery without adapter. Imported.
9 H 9374—Shipping weight 4 ounces . . . $3.49

3 and 4 2 per pkg. except 9-v. (pkg. of 1). (3) includes adapter for use with (2) above. (4) Batteries alone. Imported.

Size	(3)	Wt.	Pkg.	(4)	Wt.	Pkg.
"AA"	9 H 9376	2 oz.	$6.49	9 H 4621	1 oz.	$5.49
"C"	9 H 9377	4 oz.	7.49	9 H 4622	2 oz.	6.49
"D"	9 H 9378	4 oz.	8.49	9 H 4623	4 oz.	7.49
9-v.			. . .	9 H 9375	1 oz.	7.49

Stay alert against possible intruders at home or away with this Door Knob Alarm

Save 23%

thru August 31st only

Simply hang this alarm on the door knob for an ingenious security system that instantly sounds a loud alarm when someone touches your door. Adjustable sensitivity control minimizes false alarms. No wires or mounting hardware needed. Uses 9-v. battery (not incl.). Imported. Reduced from our 1986 General Catalog.
9 H 57155—Shpg. wt. 4 oz. . . . Thru 8/31/86 $9.99
Price after 8/31/86 . . . $12.99

Motion Detector Alarm. Imported.
Shpg. wt. 1 lb. 5 oz.
9 H 57159 . . . $49.99

Ext. horn for alarm. Imported.
Shpg. wt. 1 lb. 6 oz.
9 H 57158 . . . $17.99

more

Whether you're working on craft projects, home and auto repairs or professional assignments. Our 1986/87 Tools Specialog has the tool for you. We have excellent CRAFTSMAN® hand tools, bench and portable electric tools, air tools and so much more. Select from over 4000 tools. See page 627 for details or pick up your FREE copy at any Sears Store.

You automatically get the lower price if the item you order is currently on sale in another Sears catalog

SEARS CATALOG ORDER FORM

Mail to address below right. Do not use for overseas orders

		DAY	ORDER	# LINES	SOURCE OF-SALE	TYPE SALE	METHOD SHIPMT.	CASH	DISCT.	TAX EXMT	SPEC. CODE	SPECIAL INFORMATION (DO NOT TRANSMIT DASHES)	TERMS TABLE	NO. OF MONTHS
					5									

NAME AND PRESENT ADDRESS

Name ______________________________________
(first, middle initial, last) Use same name on ALL orders from your household

Mailing Address ______________________________ Apt. ______

City ____________________ State ____________ Zip Code ____________

Area Code ________ Phone Number ____________________ Today's Date ________

☐ Add to my SearsCharge or Discover Card account (Subject to credit approval)

Please do not write in this space

|_|_|_|_|_|_|_|_|_|_|_|_|_|_|_|_|_|

My SearsCharge or Discover Card signature: ______________________________

Expiration date of your Discover Card ______________________________

☐ CASH or DEPOSIT for order: (check or money order payable to Sears, Roebuck and Co.)

Worksheet H2a

	PAGE NO.	CATALOG NUMBER	HOW MANY	COLOR NO.	SIZE	NAME OF ITEM	PRICE EACH	TOTAL PRICE		WEIGHT*		*Please do not write below*		
								Dollars	Cents	Lbs.	Oz.	Code	Special Instructions	
1			—	—				&				—	—	CR LF
2			—	—				&				—	—	CR LF
3			—	—				&				—	—	CR LF
4			—	—				&				—	—	CR LF
5			—	—				&				—	—	CR LF
6			—	—				&				—	—	CR LF
7			—	—				&				—	—	CR LF
8			—	—				&				—	—	CR LF
9			—	—				&				—	—	CR LF
10			—	—				&				—	—	CR LF
11			—	—				&				—	—	CR LF
12			—	—				&				—	—	CR LF
13			—	—				&				—	—	CR LF
14			—	—				&				—	—	CR LF

If your address has changed since your last order, please give your old mailing address here:

Former Address ______________________________ Apt. ______

City ____________________ State ____________ Zip Code ____________

Ship to another address/SHIP-A-GIFT. If you want this order shipped to another person or to a different address, freight or express station, give address here:

Name ______________________________________

Mailing Address ______________________________ Apt. No. ______

City ____________________ State ____________ Zip Code ____________

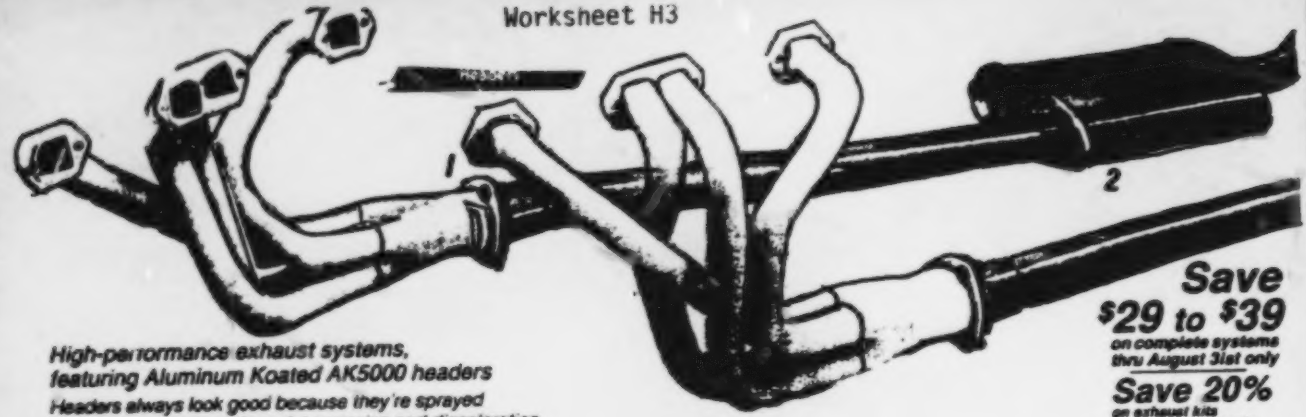
Fill in spaces below on CASH ORDERS only

TOTAL FOR GOODS			Total Pounds	Total Ounces
*SHIPPING, HANDLING				
*TAX			Total Weight* in Pounds	
Amount I owe Sears on previous order				
TOTAL CASH PRICE				
AMOUNT ENCLOSED Sears Checks				
AMOUNT ENCLOSED Money Order or Check				

*See our Big Book for tax rates, shipping and handling charges.

Please use the same name on ALL orders from your household.

Worksheet H3



High-performance exhaust systems, featuring Aluminum Koated AK5000 headers

Headers always look good because they're sprayed with molten aluminum to resist corrosion and discoloration

Save $29 to $39
on complete systems thru August 31st only

Save 20%
on exhaust kits thru August 31st only

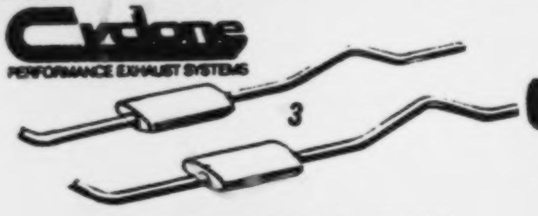
1 and 2 Headers feature tubes of heavy 16-gauge steel and individual O-ring ports to provide a sturdy leak-proof seal. See description of Calif. Turbo exhaust kit on facing page. For vehicles with a wheelbase of 132 inches or more, order the extension kit for dual exhausts on facing page. See Note, below right. See appropriate footnote(s) below, "N" suffix note, page 631. Imported.

Blackjack headers and Cyclone dual exhaust kits fit the following pickups, and recreational vehicles	Engine size	(1) Blackjack exhaust headers				(2) California Turbo exhausts					Complete system			
		Catalog Number	See foot-note(s)	Wt lbs	Set	Catalog Number	See foot-note(s)	Wt lbs	Kit thru 8/31/86	Kit after 8/31/86	Catalog Number	Wt lbs	System thru 8/31/86	System after 8/31/86
CHEVROLET/GMC TRUCKS, RV's 1966-72 2WD pickup ½, ¾-ton	283, 327, 350	28H9500L	b	31	$109.99	28H9540N	l	61	$79.99	$99.99	28H95010N	95	$170.98	$209.98
1966-72 4WD ½, ¾-ton, 1-ton pickup, Blazer, Jimmy, Suburban, Carryall	283, 327, 350	28H9500L	b	31	109.99									
73-85 2WD p.u., ½, ¾, 1-ton Blazer, Jimmy, Suburban, Carryall	305, 350, 400	28H9500L	b	31	109.99	28H9550N		41	71.99	89.99	28H95011N	72	163.78	199.98
1973-85 4WD pickup ½, ¾, 1-ton Suburban, Carryall	305, 350, 400	28H9500L	a, b	31	109.99	28H9552N		62	79.99	99.99	28H95012N	92	170.98	209.98
1973-85 4WD Blazer, Jimmy	305, 350, 400	28H9500L	a, b	31	109.99	28H9553N		55	71.99	89.99	28H95013N	86	163.78	190.98
1967-84 2WD pickup, ½, ¾-ton Suburban, Carryall	396, 427, 454	28H9501L	i, h	31	109.99	28H9547N	q	61	71.99	89.99	28H95014N	92	163.78	199.98
1982-84 2WD Chevy S10-15 pickup, S10 Blazer, S15 Jimmy	173 V-6	28H9511C	p	32	109.99	28H9567C	k	37	79.99	99.99	28H95110N	69	170.98	209.98
82-84 4WD Chevy S10-15 p.u., S10 Blazer, S15 Jimmy	173 V-6	28H9510C	p	32	109.99	28H9567C	k	37	79.99	99.99	28H95100N	69	170.98	209.98
FORD TRUCK and RV's 1965-76 ¾-ton 4WD p.u. (big block)	332 thru 428	28H9504L	a, j	41	109.99	28H9566N		69	79.99	99.99				
1965-76 2WD pickup, ½, ¾, 1-ton	352, 360, 390	28H9507L		30	109.99	28H9549N	c	67	79.99	99.99	28H95018N	97	170.98	209.98
1967-76 ¾-ton 4WD p.u. (big block)	332 thru 428	28H9504L	a, j	41	109.99	28H9554N	f	65	79.99	99.99				
1978-79 4WD pickup, ½, ¾-ton Bronco	351M, 400M	28H9502L	d	41	109.99	28H9569N		65	79.99	99.99	28H95016N	106	170.98	209.98
1980-84 2 and 4WD pickup, ½, ¾, 1-ton Bronco	351M, 400M	28H9508L	d, s, n, r	35	109.99	28H9578N		49	71.99	89.99	28H95017N	84	163.78	199.98
1982-85 2 and 4WD Ford Ranger, Bronco II	2800cc V-6	28H9509C	p	25	109.99	28H9564C	k	64	55.99	69.99	28H95095N	69	149.38	179.98
DODGE TRUCK 1972-83 2 and 4WD pickup, ½, ¾-ton	318, 340, 360	28H9503L	e, s	33	109.99									
1974-83 2 and 4 WD Ramcharger, Trailduster	318, 340, 360	28H9503L	e, s	33	109.99	28H9557N	t	55	71.99	89.99	28H95019N	90	163.78	199.98
AMC JEEP® 1972-82 Jeep CJ5, 6 and 7	304, 360, 401	28H9505L	m	30	109.99	28H9550C	t	30	51.99	64.99	28H95020L	58	145.78	174.98
1972-79 Jeep CJ5 and CJ7	304, 360, 401	28H9506L		29	109.99									

a. Remove rubber stopper from frame on pass. side below starter (1983-84)
b. Models with air conditioning, order bracket. Imported. 28 H 95799—Shpg. wt. 2 lbs. . . Thru 8/31, $9.59; after 8/31, $11.99
c. Dual kit will not fit 1966-72 models with Camper Special gas tank
d. Michigan heads with small oval ports and 45° exhaust bolt holes
e. Will not fit motor equipped with air-injection pump
f. Duals exit in front of rear wheels
h. Auto trans. on steering column only
i. Except tall block H.D. truck engines
j. Will not fit auto. trans. on column
k. Single exhaust
l. Long wheelbase only
m. Fender well exit
n. Will not fit 1-ton 4WD
o. 428 early 2-bolt port
p. Has anti-reversionary cones
q. Dual kit will not fit 1967-72
r. Automatic transmission only
s. Will not fit truck with power takeoff
t. Dual kit fits only vehicle w/standard 16-gal. gas tank

Jeep® is the Reg. T.M. of Jeep Corp.

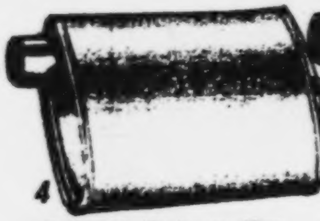
Cyclone
PERFORMANCE EXHAUST SYSTEMS



Dual-exhaust system converts your stock single exhaust system to help your engine produce more power

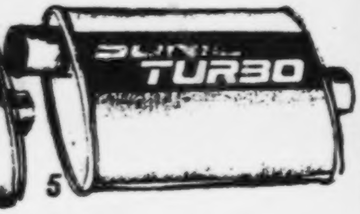
3 System includes 2 galvanized California Turbo mufflers, tailpipes, hangers, hardware and instructions. Not for vehicles with auxiliary fuel tank (except when factory installed). Check local emission laws before ordering. See "N" suffix note, page 631, and Notes at right. Imported.

Make, model and year of vehicle	Catalog Number	Wt.	Set
CHEVROLET/GMC TRUCKS, VANS 1966-72 4WD ½, ¾-ton p.u., 283, 305, 327, 350, 400	28 H 95430N	65 lbs	$119.99
1966-72 2WD ¾-ton p.u., 283, 327, 350	28 H 95436N▲‡	57 lbs	99.99
1969-72 4WD Blazer, Jimmy, 283, 305, 327, 350, 400	28 H 95432N	62 lbs	119.99
1973-85 2WD ½, ¾, 1-ton p.u., Blazer, Jimmy, Suburban, Carryall only, 305, 350, 400	28 H 95442N	43 lbs.	99.99
1973-85 4WD ½, ¾, 1-ton p.u., Suburban, Carryall, 305, 350, 400	28 H 95653N	65 lbs.	99.99
1973-85 4WD Blazer, Jimmy, 305, 350, 400	28 H 95438N	59 lbs.	99.99
1971-84 2WD ½ ton, ¾ ton Van, 307, 350	28 H 95681N	68 lbs	99.99
1973-85 2WD ½, ¾-ton p.u., Suburban, Carryall, 396, 427, 454	28 H 95627N	70 lbs	99.99
FORD MOTOR CO 1965-76 4WD ¾-ton p.u., 332, 352, 360, 390, 428	28 H 95433N	68 lbs	119.99
1966-77 4WD Bronco, 289, 302W	28 H 95418N●	53 lbs.	85.99
1967-76 4WD ¾-ton p.u., 332, 352, 360, 390, 428	28 H 95431N	68 lbs	119.99
1978-79 2WD ½, ¾-ton, 351M, 400M	28 H 95410N●†	68 lbs	99.99
1978-79 4WD ½, ¾-ton p.u., Bronco, 351M, 400M	28 H 95411N●	69 lbs	119.99
1968-76 2WD ½, ¾, 1-ton p.u., 352, 360, 390	28 H 95414N#	70 lbs	99.99
1975-84 2WD Van (all), 302, and 351W	28 H 95434N*	69 lbs	119.99
CHRYSLER CORP 1970-84 2WD Van (all), 318, 340, 360	28 H 95440C	65 lbs	99.99



California Turbo muffler

$9.99 Produces a deep, powerful exhaust sound without excessive noise



Sonic Turbo muffler

$19.99 Produces a deep sound and has a free-flow design that reduces power-robbing back pressure

4 The California Turbo's double-baffle design has low-restriction. Double-wrapped galvanized steel. Case is 13 in. long, overall length is 17 in. Center inlet, side outlet. Imported.
28 H 95120C—2-in. I.D. inlet/outlet
28 H 95121C—2¼-in. I.D. inlet/outlet
28 H 95200C—2½-in. I.D. inlet/outlet
Shpg. wt. 9 lbs. . . $9.99

5 The Sonic Turbo has a free-flowing triple-tube design. Parabolic sound reflectors reduce noise, yet give a deep powerful sound. Double-wrapped galvanized steel with 1200° Pyrex-brand thermal packing for long life. Case is 13 in. long; overall length is 17 in. Center inlet, side outlet. Imported.
28 H 95100C—2-in. I.D. inlet/outlet
28 H 95101C—2¼-in. I.D. inlet/outlet
28 H 95102C—2½-in. I.D. inlet/outlet
Shpg. wt. 10 lbs. . . $19.99

▲Dual kit will not fit stock manifolds that exit straight down
‡Long wheelbase only.
●Windsor heads with horizontal exhaust-port bolt holes.
◉Michigan heads with small oval ports and 45° exhaust bolt holes.
†Dual kit will not fit Super Cab
#Dual kit will not fit with Camper Special gas tank
*Dual kit will not fit vans with dual O.E.M. air-conditioning

Dual-exhaust NOTE for system at left only: extension kit for dual exhausts (not shown). For use with all dual exhaust kits installed on trucks having a wheelbase of 132 in. or more. Order 28 H 95797C, facing page.

NOTE: Exhaust parts and systems sold on this page and page 690 (excluding mufflers) are not legal for sale in California on 1975 or later models.

ACCESS SKILL

STUDENT WILL COPY NOTES OR DIRECTIONS FROM THE BLACKBOARD AND PROOFREAD MATERIALS TO IDENTIFY ERRORS

NAME:

DATE COMPLETED	DATE RECHECKED	TASK ANALYSIS STEPS	TEACHER COMMENTS
		A. Student will recall words and figures from the blackboard.	
		B. Student will copy printed material from a book or paper.	
		C. Student will develop a personal abbreviation system for copying words.	
		D. Student will copy a list of words, figures, and symbols from the blackboard.	
		E. Student will copy a group of words and/or a short sentence from the blackboard.	
		F. Student will copy sentences and/or several lines of printed material from the blackboard.	
		G. Student will copy lecture notes from the blackboard.	
		H. Student will identify the rules of capitalization, punctuation, word usage, and grammar.	
		I. Student will review commonly confused words and frequently misspelled words.	
		J. Student will proofread a selection to identify errors in punctuation and capitalization.	
		K. Student will proofread a selection to identify grammatical errors.	
		L. Student will proofread a selection to identify spelling errors.	
		M. Student will proofread material and locate the errors.	

ACCESS SKILL: COPY NOTES OR DIRECTIONS FROM THE BLACKBOARD AND PROOFREAD MATERIALS TO IDENTIFY ERRORS

TASK ANALYSIS STEPS: A-M

ACTIVITY	MATERIALS/RESOURCES
TASK A: Student will recall words and figures from the blackboard.	
1. Place several vocabulary words on the blackboard. Have students look at the words for several seconds. Erase the words and have students identify words. For example: entry data correction feed	Blackboard, chalk
2. Have several students count the money in their pocket. Write these amounts on the blackboard. Allow the students several seconds to examine the money amounts. Erase them and have students identify the amounts.	Blackboard, chalk
3. Allow students to take turns writing words and figures on the board while the other students recall the words or figures.	Blackboard, chalk
TASK B: Student will copy printed material from a book or paper.	
1. Have the students copy a list of vocabulary words. Make sure the students write legibly.	Worksheet B1, paper, pencils
2. Divide the students into groups of two. One student writes various words or figures on a sheet of paper. The other student copies the information. Have the students exchange places.	Paper, pencils
TASK C: Student will develop a personal abbreviation system for copying words.	
1. Give the students a list of words with possible abbreviations. Have the students select the abbreviations they wish to use when copying notes.	Worksheet C1
2. Give the students a copy of Worksheet C2 (sentences). Have them copy the sentences using their own personal abbreviation system.	Worksheet C2 Secretarial Office Procedures, paper, pencils
3. After the students have abbreviated the sentences in Activity 2, have them read the sentences to each other from their paper. Give the students time to make comparisons between their completed sheets, noting various words that were or were not abbreviated and the abbreviations they used.	Work from Activity 2
TASK D: Student will copy a list of words, figures, and symbols from the blackboard.	
1. Using Worksheet B1, have the students copy the vocabulary words on a sheet of paper.	Worksheet B1, pencils, paper

ACTIVITY	MATERIALS/RESOURCES
TASK D: CONTINUED	
2. Obtain or develop a payroll record. Select various salaries and place them on the board for students to copy.	Payroll record, paper pencils
3. Place various symbols on the board. Have students copy the symbol and then write down what the symbol represents.	Worksheet D2, paper, pencils
TASK E: Student will copy a group of words and/or a short sentence from the blackboard.	
1. Select several vocabulary words from a vocational area and place them horizontally on the blackboard. Have the students copy the words. Stress neatness and accuracy.	Blackboard, chalk, vocabulary words, pencils, paper
2. Obtain a lecture outline from a classroom teacher. Write a sentence from the outline on the blackboard and have students copy the sentence on a sheet of paper. Continue, one sentence at a time. Stress neatness and accuracy.	Lecture outline, blackboard, chalk pencils, paper
3. Have students write a short sentence on the blackboard for other students to copy on paper.	Blackboard, chalk,
4. Divide the students into groups of two. Obtain several stopwatches or watches with second hands. Give a stopwatch to one student in each group. Write a sentence on the blackboard. One student copies the sentence while the other student checks the time it takes the other student to copy the sentence. Have the students exchange places. Each student can keep a daily chart of his progress. Neatness and accuracy should be stressed. The student who timed can check for neatness and accuracy.	Blackboard, chalk stopwatches, watches, pencils, paper
TASK F: Student will copy sentences and/or several lines of printed material from the blackboard.	
1. Write a series of three or four directions on the blackboard. Students copy the directions and then follow them.	Worksheet F1, blackboard, chalk, paper, pencils
2. Using the lecture outline from Activity E2, place several sentences from the outline on the blackboard for students to copy.	Lecture outline
3. Activity E4 can be followed using a group of sentences placed on the blackboard.	Blackboard, chalk, stopwatches, watches, paper, pencils
4. Place several lines from a bank statement on the blackboard. Have the students copy the information and then exchange papers to check for accuracy and neatness.	Worksheet F4, blackboard chalk, paper, pencils
TASK G: Student will copy lecture notes from the chalkboard.	
1. Obtain lecture material placed on the blackboard from either the classroom teacher or by taking notes during class time. Place the notes on the blackboard and have the students copy the notes.	Lecture notes, chalk, blackboard, paper, pencils

ACTIVITY	MATERIALS/RESOURCES
TASK G: CONTINUED	
2. Ask another teacher to give a lecture and use the blackboard to write important points. Students copy the lecture notes on paper.	Visiting teacher, blackboard, chalk, paper pencils
3. Each day have students discuss a topic of interest. Write some of the important facts, statements, or conclusions on the blackboard. Students copy the information.	Blackboard, chalk, paper pencils
TASK H: Student will identify the rules of capitalization, punctuation, word usage, and grammar.	
1. Discuss the rules of capitalization. After each rule, have students give examples of that rule. Also give the students practice in capitalization. Check their answers in class.	Worksheet H1 English for Adult Living - English Grammar Worksheet H1a
2. Discuss the rules of punctuation. After each rule have students give examples of that rule. Also give the students practice in punctuation. Check their answers in class.	Worksheet H2, English for Adult Living - English Grammar, Worksheet H2
3. Discuss subject-verb agreement with the students. Put the following examples on the blackboard. Singular / Plural I buy / We buy You buy / You buy He, She, It buys / They buy Have the students note when using he, she or it an "s" is added onto the verb. Give the students practice in subject-verb agreement. Also put the following rules and examples on the blackboard: Singular subjects joined by and are plural and receive a plural verb. Mr. Smith and his wife are French. Singular subjects joined by or or nor are singular and require a singular verb. Neither mud nor snow stops a jeep. Have the students give other examples of these two rules.	Worksheet H3
4. Review using verbs correctly. Discuss the three forms of verbs: present, past, and past participle. Put the following examples on the board and have students use them in a sentence. Present / Past / Past Participle walk / walked / have walked look / looked / have looked return / returned / have returned Give the students a copy of Worksheet H4. Have them keep the list in their notebook in case they need to refer to it at a later date.	Worksheet H4

ACTIVITY	MATERIALS/RESOURCES
TASK H: CONTINUED	
5. Review the tricky verb pairs. Put the following on the blackboard: Lie - Lay Use lie when you mean to rest or recline. Use lay when you mean to put or place down. Sit - Set Use sit when you mean to rest or recline. Use set when you mean to put, place, or adjust. Raise - Rise Use raise when you mean to lift or collect something. Use rise when you mean to get up or move up. Give the students practice in using irregular verbs and the tenses of verbs.	Worksheet H5 English for Adult Living - English Grammar
TASK I: Student will review commonly confused words and frequently misspelled words.	
1. Give the students a copy of the list of commonly confused words. As a group, have the students define the words orally, and use it in a sentence. Check to see if the students can spell these words. Any words missed should be studied. Have the students put the list in their notebooks for future reference.	Worksheet I1 Proofreading Precision
2. Give the students a copy of the 110 frequently misspelled words. Check to see if the students can spell these words. Any misspelled words should be studied. Have the students put the list in their notebooks for future reference.	Worksheet I2
TASK J: Student will proofread a selection to identify errors in punctuation and capitalization.	
1. Give the students a typed paragraph in which they have to identify errors in punctuation. Have them insert the proper punctuation or correct improper punctuation.	Worksheet J1 Proofreading Precision
2. Give the students a typed paragraph in which they must identify errors in capitalization. Have them circle words that should not be capitalized and place a capital letter over letters that should be capitalized.	Worksheet J2 Proofreading Precision
3. Using the newspapers or high interest/low vocabulary books, have the students develop paragraphs which have capitalization and punctuation errors in them. Have the students give their paragraphs to each other and locate the errors.	Newspapers, high interest/low vocabulary books
TASK K: Student will proofread a selection to identify grammatical errors.	
1. Have the students proofread typed paragraphs containing grammatical errors. They are to locate the errors and then correct them.	Worksheet K1

ACTIVITY	MATERIALS/RESOURCES
TASK K: CONTINUED	
2. Divide the students into groups of two. (This activity can also be done on an individual or a group basis.) Give each group a typed paragraph that contains grammatical errors. Set a time limit. See which group finds the most errors in the time limit.	Typed paragraph containing grammatical errors
3. Have the students develop paragraphs containing grammatical errors using newspapers and/or high interest/low vocabulary books. Then give their paragraphs to each other and identify the errors.	Newspapers, high interest/low vocabulary books
TASK L: Student will proofread a selection to identify spelling errors.	
1. Have the students proofread typed paragraphs containing misspelled words by underlining them.	Worksheet L1
2. Using Worksheet K1, give the students sentences with one of the words misspelled in each sentence. Have them underline the misspelled words.	Worksheet K1
3. Using weekly spelling tests from their English classes, have students exchange their papers and locate the spelling errors.	
4. Divide the students into groups of two. Give each group a list of words, some correct and some misspelled. Set a time limit. Have the students find the misspelled words.	List of correct and misspelled words
TASK M: Student will proofread material and locate the errors.	
1. Obtain (or develop) timed writings from the typing teacher. Students locate the errors.	Timed writings
2. Allow the students to write a short paragraph with errors in it. Have them give it to other students to locate the errors.	Paper, pencils
3. Give each student an article from the local newspaper. Have the students proofread the articles for errors.	Newspaper articles

Worksheet B1

Copy the following words on a sheet of paper.

data

input

output

compile

computations

statistical

process

correction

information

invoice

Worksheet C1

	Terms	Possible Abbreviations
1.	office	of.; off.
2.	calculate	cal.; calcu.
3.	information	info.; inform.
4.	correction	corr.; corrt.
5.	processing	proc.; procs.
6.	input	ipt.; inp.; ip.
7.	output	otp.; op.
8.	computation	comp.; compt.
9.	invoice	inv.; invo.
10.	transaction	transact.; transac.; tract.

Worksheet C2

Copy the following sentences using your own personal abbreviation system.

Data processing means arranging words, numbers, and symbols to provide information. Data about business transactions is collected, processed, and reported to provide information for people in the company.

The next step is to process the data. This may involve classifying, calculating, or summarizing the data.

The final step in processing data is the output of data. The information that has been processed is organized and arranged in useable form.

Worksheet D2

Copy the following symbols. Beside each symbol write the word or words the symbol represents.

%

#

$

¢

÷

@

o (degree)

' (foot)

" (inch)

Worksheet F1

Copy the following directions on a sheet of paper and then follow them.

A. 1. Go to the bookshelf.
   2. Pick up a book.
   3. Bring the book back to your seat.

B. 1. Write your name in the upper right hand corner.
   2. Write your age in the bottom left hand corner.
   3. Write your grade number in the upper left hand corner.

C. 1. Go to the blackboard.
   2. Write your name.
   3. Erase it.
   4. Go back to your seat and sit down.

D. 1. Write the name of your favorite class.
   2. Write the name of your favorite teacher.
   3. Write the name of your best friend.
   4. Write the name of the activity you like to do the most.

Worksheet F4

Copy the following information from the bank statement on a sheet of paper.

A.	7/15	500.00	Deposit by Customer
	7/22	110.00	Deposit by Customer
	7/29	3.00	Service Charge

B.	Date	Balance	Date	Balance
	6/22	307.24	6/23	293.93
	6/24	273.43	6/25	250.83
	6/28	233.92	6/29	211.00
	6/30	181.00	7/1	62.94

C.	Date	Check No.	Amount
	5/24	1217	8.00
	5/28	1218	13.31
	5/29	1219	22.60
	5/29	1220	155.00

Worksheet H1

Capitalization Rules

1. Capitalize the names of persons.
2. Capitalize initials in a person's name.
3. Capitalize a title used with a person's name.
4. Capitalize a title of respect when it is used in place of a name.
5. Capitalize the word "I".
6. Capitalize the first word in a sentence or a quotation.
7. Capitalize the names of days of the week, months of the year, and holidays, but not the names of seasons.
8. Capitalize each important word in the names of particular places and things.
9. Capitalize the names of races, religions, nationalities, and languages.
10. Capitalize the names of clubs, organizations, and business firms.
11. Capitalize the first word and all important words in the title of a book, magazine, movie, television show, and song.
12. Do not capitalize north, south, east, and west when they mean simple directions.

Worksheet Hla

Capital Letters

Correct the capitalization in the following sentences by inserting capitals where they should be and by drawing a slanting line through capitals that should be in small letters.

1. The chamber of commerce of Iowa city urged the Ford motor company to locate an assembly plant in that City, which is on the Iowa river.
2. The Rotary club meets every Tuesday at noon at the Commander hotel on Franklin avenue.
3. Harvard is the oldest College in America, and Miami university at Oxford, Ohio, is the oldest college West of the Allegheny mountains.
4. Every High School in Sterling county permits Freshmen to play on varsity teams except McKinley Central high school in Cedar rapids.
5. Mr. Berger, who owns the Apex knitting company in Nashville, built a cottage on Sand island in Macomber lake near Hennessey state park.
6. After reading professor Smith's article in Parents magazine on "How to discipline children", my father became very strict, and mother was as puzzled by his behavior as we were.
7. Although I would have been a sophomore if I had returned to high school this fall, I am only a freshman at Gunner military academy, where I am taking English, General Science, and algebra over again.
8. Late in the middle ages england and France were engaged in the hundred years' war, which greatly affected the history of europe.
9. In ancient egypt, the King was believed to be a high God. This meant that He, like any god, was immortal.
10. At christmas time the trucks of the railway express company are kept busy delivering fruit sent by southerners to their friends in the North.

Worksheet H2

Punctuation Rules

Rules for Using End Punctuation

1. Use a period at the end of a sentence and at the end of a command or a polite request.
2. Use a question mark at the end of a question.
3. Use an exclamation mark at the end of a word or sentence that expresses strong feelings.

Rules for Using a Period

1. Use a period after an abbreviation.
2. Use a period after an initial.

Rules for Using a Comma

1. Use a comma to separate the name of a person spoken to in a sentence.
2. Use a comma after an introductory expression such as "yes", "no", or "oh".
3. Use a comma to separate items in a series.
4. Use a comma to separate the city from the state.
5. Use a comma to separate an address from the rest of the sentence.
6. Use a comma to separate the date from the year.
7. Use a comma to separate the exact words of a speaker from the rest of the sentence.
8. Use a comma to separate two nouns that refer to the same person or thing.
9. Use a comma to set off words that are out of their regular order or are interrupters.

Worksheet H2 (continued)

Rules for Using Quotation Marks

1. Use quotation marks to set off the speaker's exact words from the rest of the sentence.
2. Use quotation marks to enclose titles of poems, stories, chapters of books, and titles of articles.

Rules for Using Apostrophes

1. Use an apostrophe in a contraction to replace the letters that are omitted.
2. Use an apostrophe before the "s" in the possessive form of a singular noun.
3. Use an apostrophe after the "s" in the possessive form of a plural noun ending in "s".
4. Use an apostrophe before the "s" in the possessive form of a plural noun not ending in "s".
5. Use an apostrophe and "s" to form the possessive plural of letters and numbers.

Rules for Using a Colon

1. Use a colon after the salutation of a business letter.
2. Use a colon in writing time, to separate hours from minutes.
3. Use a colon to introduce a list.

Worksheet H2a

Place punctuation marks wherever they are needed in the following sentences.

1. Harold R Tyson spoke at the 8 00 P M session
2. We bought a cocker spaniel in St Petersburg Florida
3. Men women and children crowded around the new car
4. Thomas Jefferson died on July 4 1826 at the age of 83
5. Yes I m sure it s time to go said Bill
6. Martha joined us for dinner at 141 Astor Avenue Northbrook Illinois
7. He poked his head through the door and said he was leaving
8. Mr Burkes store was robbed at 9 17 A M yesterday
9. Sam where did you put the catchers mask asked Joe
10. I asked Miss Jones and Mr Smith if they had Tom s report
11. Dr Bell his two sons and his brother work in an Akron Ohio clinic
12. Carla asked Julie do you have a postage stamp
13. Socks unpolished shoes a few old books a battered typewriter and scraps of paper littered the room
14. Mr and Mrs Ames have moved to St Louis Missouri
15. We grow corn wheat and beans but not oats

Worksheet H3

Read the sentences. Underline the verb that makes the sentence correct.

1. We (is, are) going to buy tickets for the show.
2. They (was, were) excited about going to New York.
3. Ronnie (has, have) bought a new truck.
4. Jim and Tom (wasn't, weren't) finished with their homework assignment.
5. Betty and Nancy (go, goes) shopping every Saturday morning.
6. My books (is, are) in the locker.
7. Mike (drive, drives) a car very well.
8. The truck (sell, sells) for $6,895.
9. The trees on the hillside (prevent, prevents) erosion.
10. Jerry and his brothers (plan, plans) to open a small garage.
11. The principal or his assistant (attend, attends) every game.
12. Each of the girls (spend, spends) too much time in front of the mirror.
13. Anyone of us (know, knows) how to rebuild a motor.
14. I (want, wants) either a sandwich or a milkshake.
15. How much (is, are) these radios?

Worksheet H4

Irregular Verbs

	Present	Past	Past Participle
1.	begin	began	have begun
2.	break	broke	have broken
3.	come	came	have come
4.	do	did	have done
5.	drink	drank	have drunk
6.	give	gave	have given
7.	go	went	have gone
8.	ride	rode	have ridden
9.	ring	rang	have rung
10.	run	ran	have run
11.	see	saw	have seen
12.	speak	spoke	have spoken
13.	swim	swam	have swum
14.	take	took	have taken
15.	throw	threw	have thrown
16.	write	wrote	have written

Worksheet H5

Using Verbs Correctly

Underline the correct verb that goes in the sentence.

1. It (took, taken) me a long time to do my homework.
2. Didn't you know that the telephone had (rang, rung)?
3. Bill has (wrote, written) three pages of his paper.
4. The large shade tree was (blew, blown) down during the storm.
5. We (ate, eaten) too much at lunch time.
6. The choir (sang, sung) at church last Sunday.
7. He always (drinks, dranks) a glass of milk at breakfast.
8. I tried to find the missing piece, but he had (threw, thrown) it away.
9. Mr. Smith (gave, given) us permission to go.
10. Tom always (sits, sets) in the back row.
11. The boat (lay, laid) on the beach all winter.
12. Pick up the paper when I (rise, raise) the desk.
13. The patients (lay, lie) in bed for several days after the operations.
14. Gasoline prices usually (rise, raise) in the summer.
15. For what time do you (sit, set) your alarm clock?

Worksheet I1

Commonly Confused Words

accept
except

addition
edition

advice
advise

affect
effect

all ready
already

among
between

anyone
any one

assistance
assistants

best
better

capital
capitol

confirm
conform

cooperation
corporation

correspondence
correspondents

currant
current

device
devise

farther
further

foreward
forward

formally
formerly

it's
its

later
latter

loose
lose
loss

may be
maybe

miner
minor

passed
past

personal
personnel

precede
proceed

principal
principle

quiet
quit
quite

some time
sometime
sometimes

to
too
two

their
there
they're

weather
whether

who's
whose

Worksheet I2

110 Frequently Misspelled Words

acceptable
accommodate
acknowledge
address
aluminum
analysis
analyze
announcement
anticipate
appropriate
approximately
article
beginning
believe
brochure
bureau
business
cancellation
cannot
capacity
children
committee
conference
congratulations
continuing
cooperate
convenience
convenient
decision
design
develop
developments
dividend
emergency
enclose
enclosing
enthusiasm
envelope
equipment
excellent
familiar
financial
foreign
forwarded
government
grateful
guarantee
hesitate
immediately
itinerary
knowledge
library
license
literature
maintenance
manager
merchandise
mortgage
occasion
offered
offering
opportunity
parallel
participate
particular
percent
permanent
planning
possibility
potential
practice
preparation
procedure
processing
proposal
quantity
questionnaire
receipt
receive
recommend
recommendation
referred
reference
representative
responsibility
responsible
safety
salary
separate
session
similar
situation
solution
special
specifications
submitted
substantial
succeed
sufficient
technical
temporary
toward
unfortunately
unique
university
usually
valuable
via
volume
worthwhile

Worksheet J1

Read the following paragraph. Insert or correct the end punctuation.

1 Have you ever walked along a sandy beach
2 in California. Wow What a sight! As you
3 watch the curling waves, something catches
4 your eyes? It is a white geyser--a tall
5 spout of water. Suddenly, a huge whale
6 humps for a dive! You see another whale
7 dive. More and more spouts appear

Read the following paragraph. Insert necessary periods and circle incorrect periods.

1 Mr Jones, our manager, is taking us on_
2 a trip to Washington, D C. We are leaving
3 at 8:00 a m on Tues , May 12.
4 We will meet Miss. Jones, our tour
5 guide at the J F Kennedy Center.

Read the following paragraph. Insert commas, apostrophes, and colons. Circle any incorrect commas, apostrophes, or colons.

1 Diane works very hard, and Mr. Andrews her boss
2 compliments her often. She does the following
3 jobs filing typing and running errands.
4 She 11 work late if asked and she always
5 gets to work 15 minutes early.

ANSWER KEY:

1. Line 2, question mark after California, exclamation mark after Wow
2. Line 4, period after eyes
3. Line 6, period after dive
4. Line 7, period after appear

1. Line 1, period after Mr
2. Line 2, period after D in Washington, D C.
3. Line 3, period after a and m in a m, period after Tues
4. Line 4, no period after Miss
5. Line 5, period after J and F

1. Line 1, comma after Mr. Andrews and boss
2. Line 2, colon after job
3. Line 3, comma after filing and typing
4. Line 4, apostrophe in she 11, comma after asked

Worksheet J2

Read the following paragraphs. Circle letters that should be capitalized and write the capital letter above a letter that should be capitalized.

1 Scotland yard warned wednesday by the
2 bloody Irish Republican army bomb attacks
3 that killed nine Soldiers in two London
4 Parks could be the start of a summer
5 campaign of terror in the Capital.

6 Attorney general William French Smith
7 rejected two bids by Lawyers for
8 john w. hinckley, jr. to have their
9 client plead guilty to lesser charges
10 and go to jail for shooting president
11 Reagan.

ANSWER KEY:

Line 1, Yard, Wednesday
Line 2, Army
Line 3, soldiers
Line 4, parks
Line 5, capital
Line 6, General
Line 7, lawyers
Line 8, John W. Hinckley, Jr.
Line 9, client
Line 10, President

Worksheet K1

Grammatical Errors

Draw a line through the incorrect words in the following sentences and write the correct word above the error.

1. The sugar cookies was freshly baked.
2. Julie, along with two of her friends, have been accepted into the class.
3. The cars and trucks was parked along the road.
4. Either the calculator or typewriter are to be moved.
5. The committee are asking people to support the candidate.
6. The staffs has their report completed.
7. Judy and Beth sings in the choir.
8. Both sides settles their dispute over wages.
9. He hire someone who is skilled and qualified for the job.
10. The business teachers meets next week.

ANSWER KEY:

1. was were
2. have has
3. was were
4. are is
5. are is
6. has have
7. sings sing
8. settles settle
9. hire hires
10. meets meet

Worksheet L1

Misspelled Words

Circle the misspelled words in the following paragraphs.

1 Most poeple who bicycle for fun
2 take short trips. They climb on there bicycles
3 and ride along countre roads or in parcks.
4 Sum park roads are closed to cars.
5 Only bicycles can be drivven on these roads.

6 What is skydiving like? After you leave
7 the plain, you are on your own. Your
8 instraments tell you how close you are too
9 the ground. When you get down to 2,000
10 feet, you pull the ripcord. Then you floot.

ANSWER KEY:

Line 1, poeple (people)
Line 2, there (their)
Line 3, countre (country),
parcks (parks)
Line 4, sum (some)
Line 5, drivven (driven)

Line 6
Line 7, plain (plane)
Line 8, instraments (instruments)
too (to)
Line 9
Line 10, floot (float)

RESOURCES

Proofreading Precision. Jones, Ellis J. & Kane, David H. South-Western Publishing Company, Cincinnati, OH.

Secretarial Office Procedures. Mechan, James R., Oliverio, Mary Ellen, & Pasework, William. South-Western Publishing Company, Cincinnati, OH.

English for Adult Living: English Grammar. Parsky, Larry M. Mafax Associates, Inc., Johnstown, PA.

ACCESS SKILL

STUDENT WILL READ CHARTS, GRAPHS, TABLES AND DIAGRAMS

NAME:

DATE COMPLETED	DATE RECHECKED	TASK ANALYSIS STEPS	TEACHER COMMENTS
		A. Student will place numbers on a graph. B. Student will read a graph using graduated numbers. C. Student will read a thermometer. D. Student will read a set of scales. E. Student will read various dials. F. Student will read various gauges.	

ACCESS SKILL: READ THERMOMETERS, SCALES, DIALS, AND GAUGES

TASK ANALYSIS STEPS: A-F

ACTIVITY	MATERIALS/RESOURCES
TASK A: Student will place numbers on a graph.	
1. Give each student a piece of graph paper. Explain to the students you always begin with zero and that each line will represent one number. Demonstrate by using a transparency. Place a zero next to a line in the middle of the page. Have students do the same. Moving upward place a number, beginning with 1 and going through 10, next to each line. Have students do the same. Place a zero in the middle of the page toward the bottom and number 1 through 10 to the right. Have students do the same.	Graph paper, pencils, transparency
2. Using colored pencils and the graph paper from Activity 1 direct the students to mark various lines.	Graph paper, colored pencils, Worksheet A2
3. Give the students a copy of a graph with the numbers missing and have them place the correct numbers on the graph.	Worksheet A3, pencils
TASK B: Student will read a graph using graduated numbers.	
1. Review counting by 2's, 5's, 10's, 25's, and 50's with the students. The students can work in groups of two.	
2. Give students practice in reading graphs using graduated numbers of 2's, 5's, 10's, 25's, and 50's.	Worksheet B2 a-d
3. Give students practice in reading graphs using graduated numbers of 2's, 5's, 10's, 25's, and 50's in which every other number is missing.	Worksheets B4, B4a
4. Give student practice in reading graphs using the same graduated numbers, but with more numbers missing.	Worksheets B5, B5a
5. Have students fill in the graduated numbers on various graphs.	Worksheets B6, B6a
6. Give student practice in following directions on a graph.	Worksheet B7
TASK C: Student will read a thermometer.	
1. Discuss with students the reasons for measuring temperature (cooking, clothing to wear, illness). Also discuss the types of thermometers (cooking, outdoor, liquid). Write the words thermometer, temperature, and degrees on the blackboard. Have students define these words. Also discuss with students how a thermometer works.	Blackboard, chalk
2. Give the students practice in reading numbers on a thermometer displayed on paper.	Worksheet C2, pencils
3. Mark various temperatures on thermometers and have students determine the temperature.	Worksheet C3, pencils
4. Draw a thermometer on the blackboard. Give each student a particular temperature and have him/her record the temperature on the thermometer.	Blackboard, chalk

ACTIVITY	MATERIALS/RESOURCES
TASK C: CONTINUED	
5. Collect cooking thermometers with various degrees on them. (Check with the Home Economics class.) Have the students determine the temperature.	Cooking thermometers
6. Have the students visit the Home Economics class when students are cooking. Give your students a cooking thermometer and have them determine the temperatures of various cooking or cooked foods.	Cooking thermometers
TASK D: Students will read a set of scales.	
1. Give the students practice in reading various numbers found on scales.	Worksheet D1
2. Have the students weigh themselves on a set of bathroom scales and have them determine their exact weight.	Bathroom scales
3. Have the student weigh various food items on kitchen scales and determine the weight. (Some items may be borrowed from the Home Economics class.) Then have students arrange the food items from the smallest weight to the largest weight.	Food items, kitchen scales
4. Divide the students into groups of two. Food items from Activity 3 can be used. One student guesses the approximate weight of the food item. The other students determine the weight of the food item using kitchen scales. Have the students exchange places after weighing several food items.	Food items, kitchen scales
TASK E: Student will read various dials.	
1. Have the students list objects or machines in a kitchen and in the Industrial Arts classroom that have dials on them.	
2. Review reading graduated numbers with students.	Worksheet B2
3. Give the students practice in reading numbers on dials.	Worksheets E3, E3a
4. Divide the students into groups of two. Give each group a set of colored pencils. Have one student in each group draw a dial and mark several numbers in different colors. The students read the numbers. After reading the numbers have the students exchange places.	Colored pencils, paper
5. Visit the Home Economics classroom. Have the students read the dials on the oven, refrigerator, microwave oven, thermometer, freezer, etc.	
6. Visit the Industrial Arts classroom. Have students read the dials on various machines and equipment.	
TASK F: Student will read various gauges.	
1. Bring in a rain gauge. Fill it with various amounts of water and have students read the gauge.	Rain gauge

ACTIVITY	MATERIALS/RESOURCES
TASK F: CONTINUED	
2. Divide the students into groups of two. Give each student a test tube which is marked like a rain gauge and a glass of water. One student fills the gauge and acts as the evaluator. The other student reads the gauge. Have the students exchange places.	Test tubes, glasses (paper cups), water
3. Give the students practice in reading various numbers on gauges.	Worksheet F3
4. Mark various gauge numbers on 5 test tubes. Fill them with water and have students read the gauge.	Test tubes, water
5. Have the student visit the Industrial Arts classroom. The Industrial Arts teacher can point out and explain the gauges on various machines and equipment. Have the students read the gauges.	Industrial Arts classroom

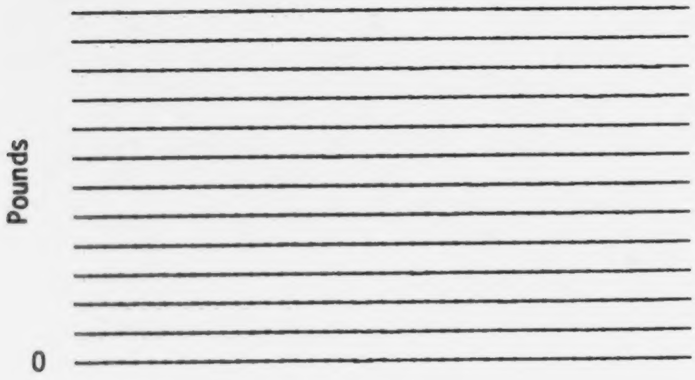
Worksheet A2

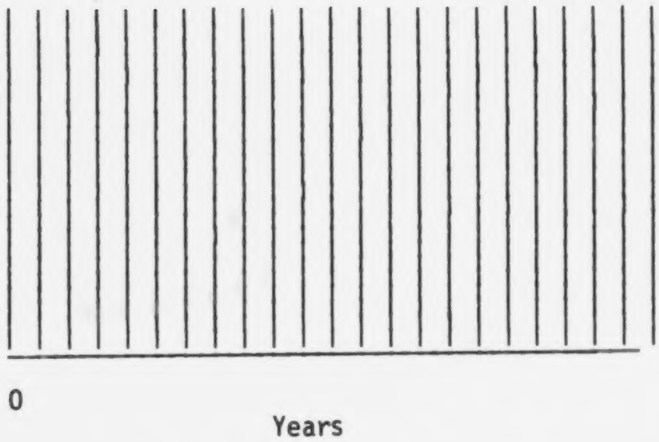
Follow these directions.

1. Using the horizontal numbers, place a red dot on the line representing 4.
2. Using the vertical numbers, place a blue dot on the line representing 7.
3. Using the horizontal numbers, place a black dot on the line representing 10.
4. Using the vertical numbers, place a yellow dot on the line representing 2.
5. Using the horizontal numbers, place a green dot on the line representing 6.
6. Using the vertical numbers, place an orange dot on the line representing 5.
7. Using the horizontal numbers, place a purple dot on the line representing 1.
8. Using the vertical numbers, place a red dot on the line representing 9.

Worksheet A3

Place numbers on the graphs.



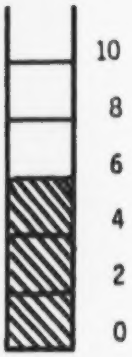


Worksheet B2

Reading Numbers on Graphs

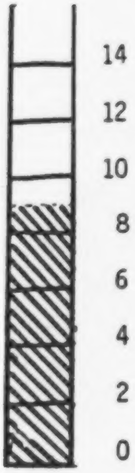
Determine the scale and read the following graphs.

1.



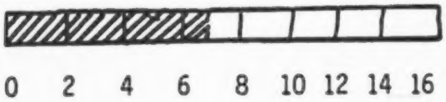
______

2.



______

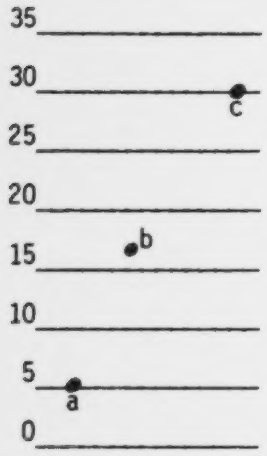
3.



______

Worksheet B2a

4.

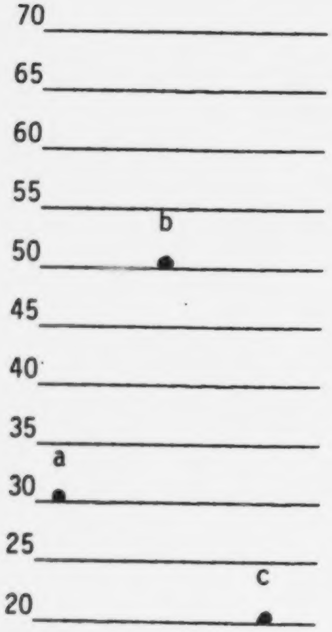

35
30
25
20
15
10
5
0
a
b
c

a. ______

b. ______

c. ______

5.

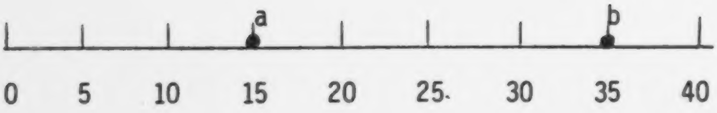

70
65
60
55
50
45
40
35
30
25
20
a
b
c

a. ______

b. ______

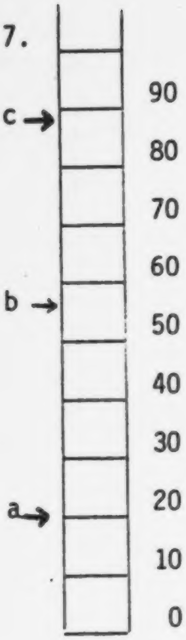
c. ______

6.


a
b
0
5
10
15
20
25
30
35
40

a. ______ b. ______

7.



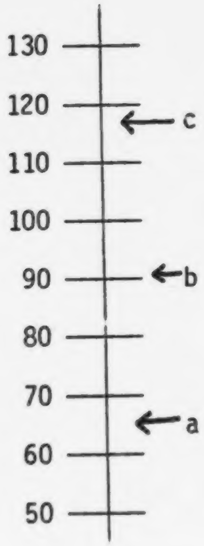
c
b
a
90
80
70
60
50
40
30
20
10
0

a. ____

b. ____

c. ____

8.



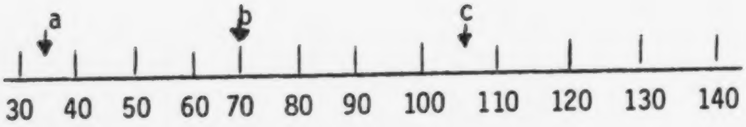
130
120
110
100
90
80
70
60
50
c
b
a

a. ____

b. ____

c. ____

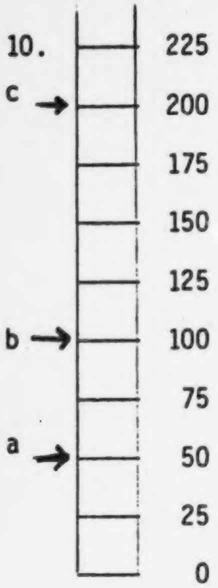
9.



a
b
c
30
40
50
60
70
80
90
100
110
120
130
140

a. ____ b. ____ c. ____

10.



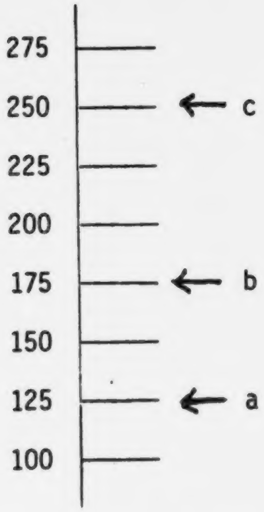
225
c
200
175
150
125
b
100
75
a
50
25
0

a. ____

b. ____

c. ____

11.



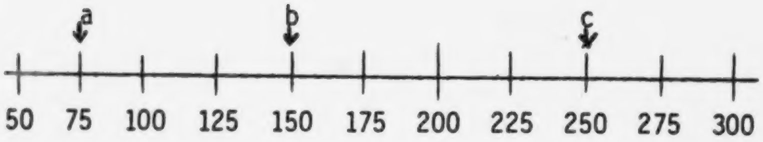
275
250
c
225
200
175
b
150
125
a
100

a. ____

b. ____

c. ____

12.

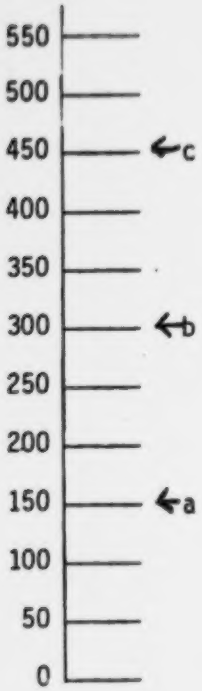


a
b
c
50
75
100
125
150
175
200
225
250
275
300

a. ____ b. ____ c. ____

Worksheet B2d

13.

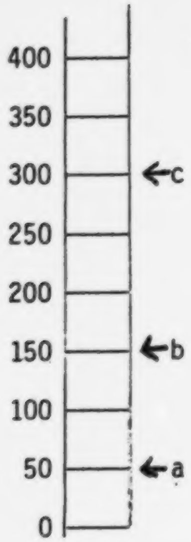

550
500
450
400
350
300
250
200
150
100
50
0
c
b
a

a. ____

b. ____

c. ____

14.

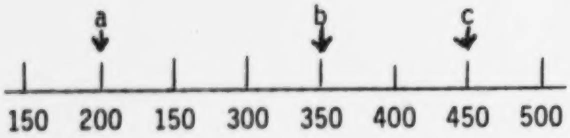

400
350
300
250
200
150
100
50
0
c
b
a

a. ____

b. ____

c. ____

15.

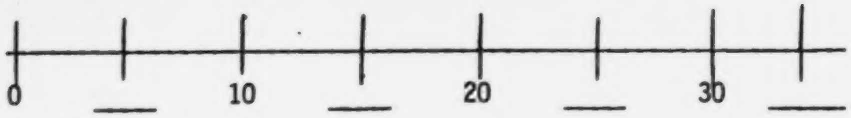

a
b
c
150
200
150
300
350
400
450
500

a. ____ b. ____ c. ____

Worksheet B4

Determine the scale and fill in the missing numbers.

1.



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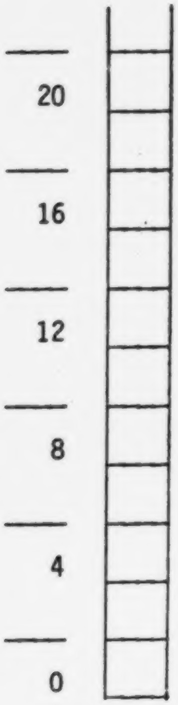
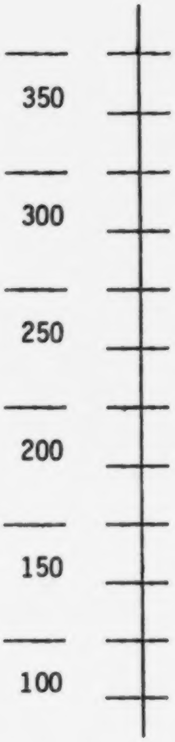
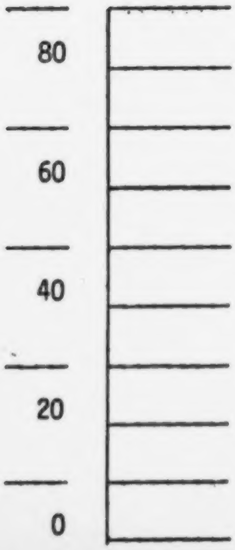


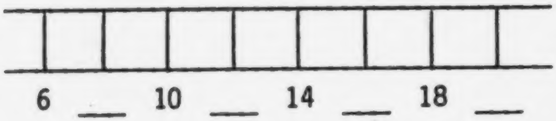
3.


350
300
250
200
150
100

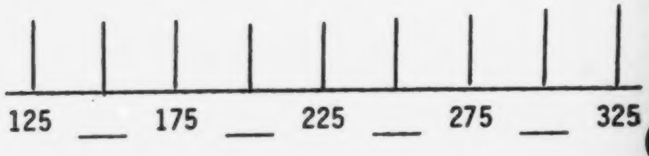
4.



5.

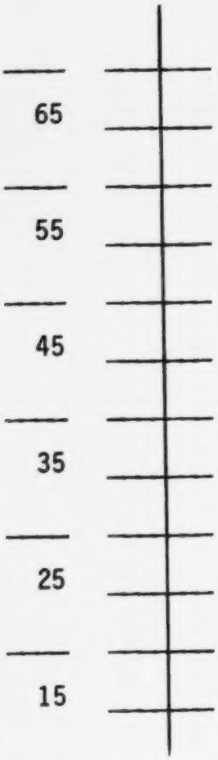


6.

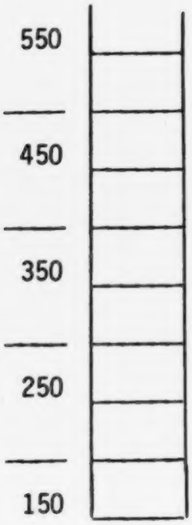

125
175
225
275
325

Worksheet B4a

7.


65
55
45
35
25
15

8.

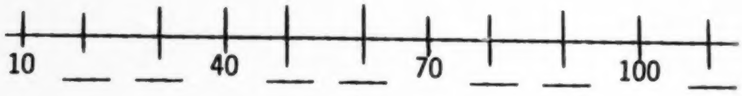

550
450
350
250
150

Worksheet B5

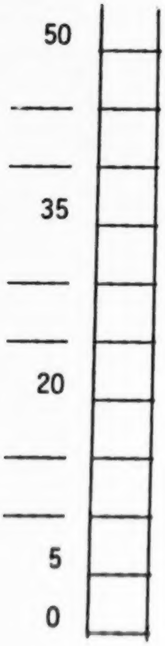
Reading Numbers on Graphs

Determine the scale and fill in the missing numbers.

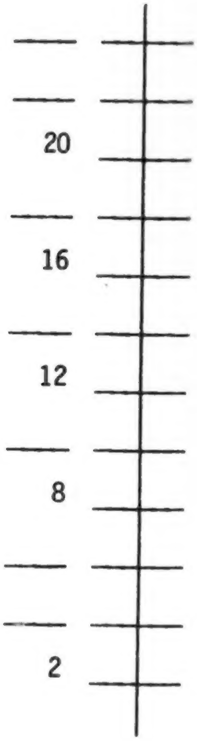
1.



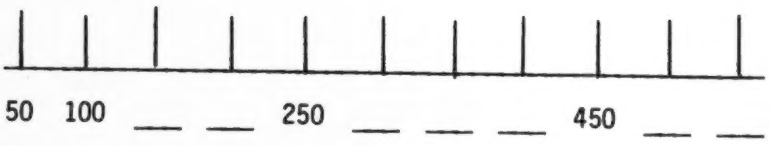
2.



3.

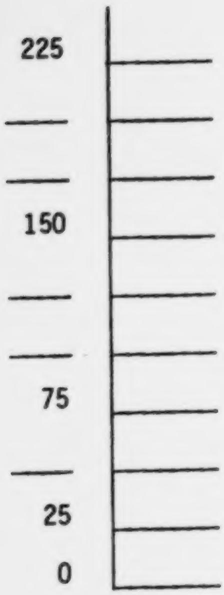


4.

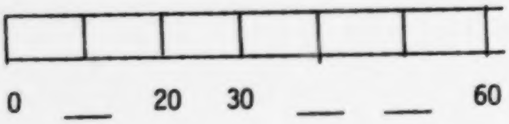

50
100
250
450

Worksheet B5a

5.


225
150
75
25
0

6.

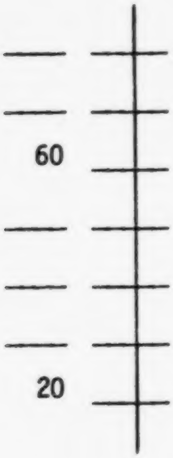


Worksheet B6

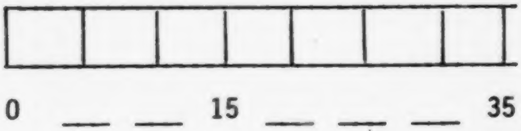
Reading Numbers on Graphs

Determine the scale and fill in the missing numbers.

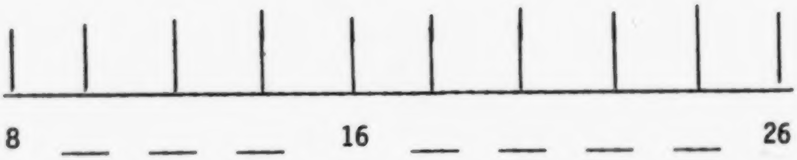
1.



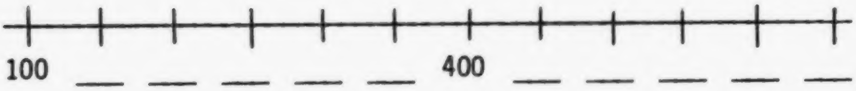
2.



3.

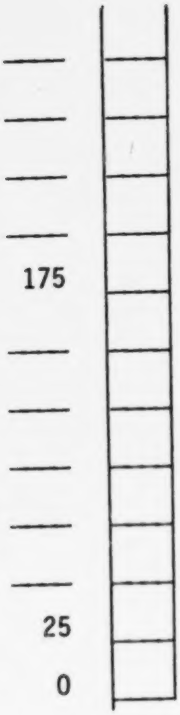


4.

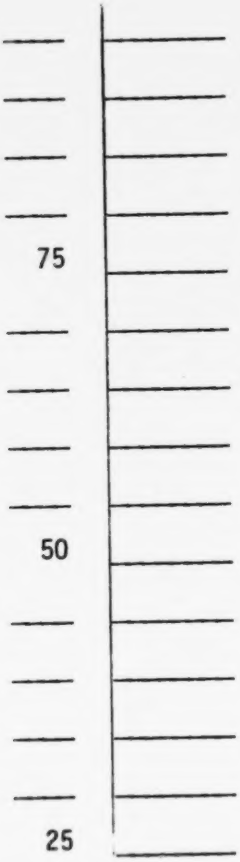


Worksheet B6a

5.

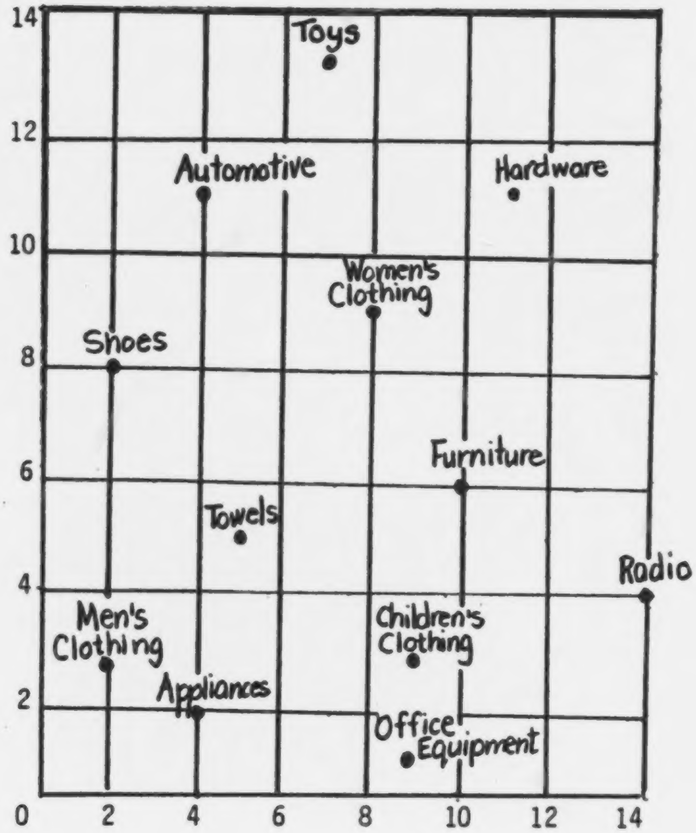


6.



Worksheet B7

This is a floor plan of a department store. Start at 0. Go East and then go North. What do you find at each point?


Toys
Automotive
Hardware
Women's Clothing
Shoes
Furniture
Towels
Radio
Men's Clothing
Children's Clothing
Appliances
Office Equipment
0
2
4
6
8
10
12
14

1. East 5, North 5 __________
2. East 10, North 6 __________
3. East 2, North 8 __________
4. East 9, North 1 __________
5. East 4, North 11 __________
6. East 14, North 4 __________
7. East 4, North 2 __________
8. East 11, North 11 __________
9. East 8, North 9 __________
10. East 2, North 3 __________
11. East 7, North 13 __________
12. East 9, North 3 __________

Answer Key:

1. Towels 2. Furniture 3. Shoes 4. Office Equipment
5. Automotive 6. Radio 7. Appliances 8. Hardware
9. Womens' Clothing 10. Mens' Clothing 11. Toys
12. Childrens' Clothing

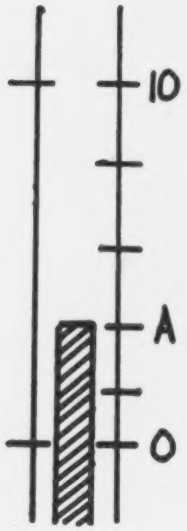
Worksheet C2

Determining Temperature

To find the temperature:

Step 1: Determine the scale. There are five units from 0° to 10°. Therefore each unit represents two degrees (2°).

Step 2: Begin at 0°. Count up by two's (2°) until you reach point A. Point A = ______ degrees.



Study the thermometers below. Determine the scale and then find the temperatures which correspond to points B through G.

B = ____________ degrees

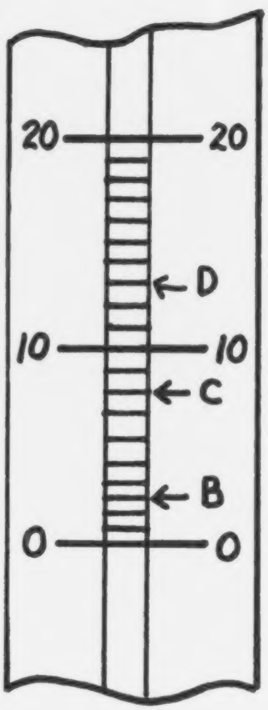
C = ____________ degrees

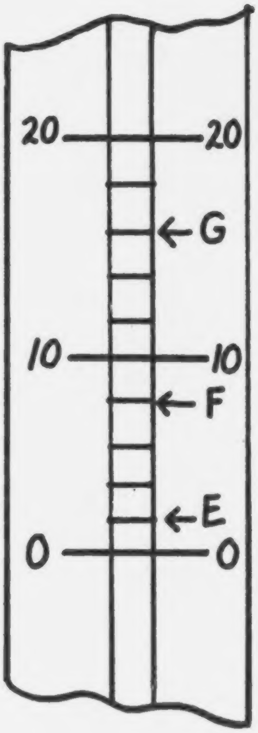
D = ____________ degrees

E = ____________ degrees

F = ____________ degrees

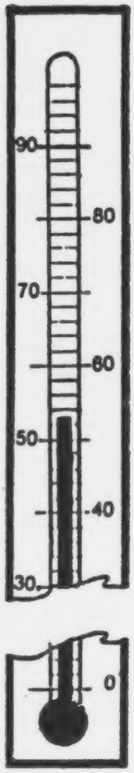
G = ____________ degrees

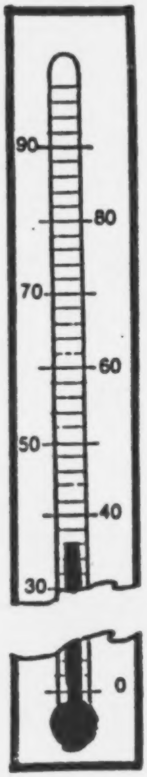


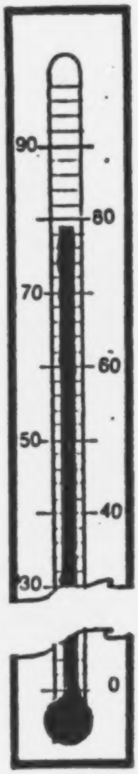


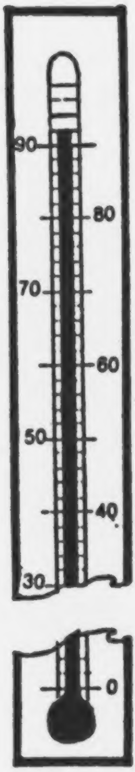
Worksheet C3

Study the thermometers below. Find the temperatures.


90
80
70
60
50
40
30
0


90
80
70
60
50
40
30
0


90
80
70
60
50
40
30
0

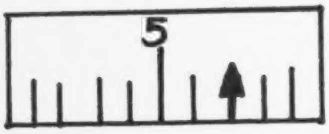

90
80
70
60
50
40
30
0

Worksheet D1

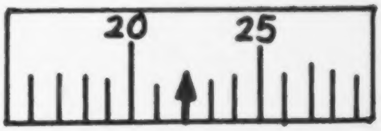
Reading Numbers on Scales

Determine the scale and then read the number.

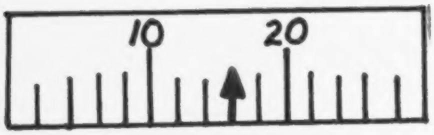
1.



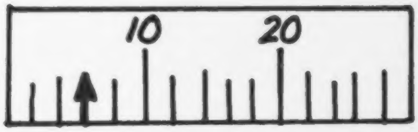
2.



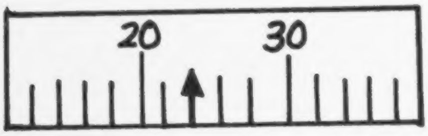
3.



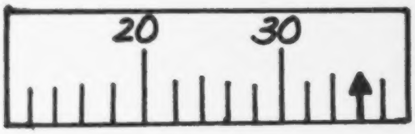
4.



5.



6.

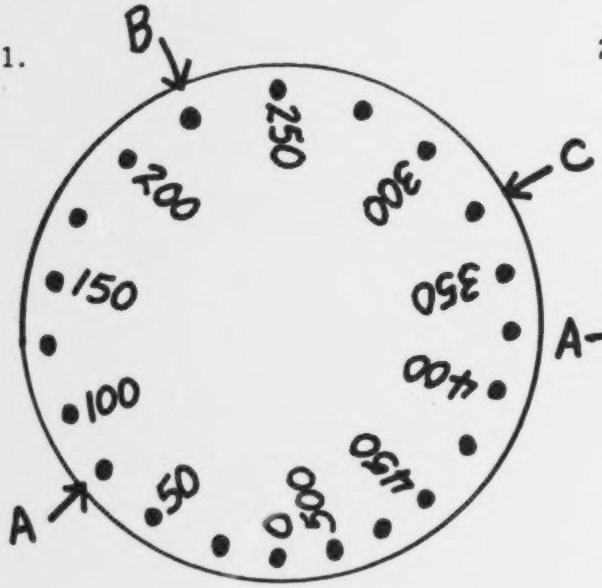


Worksheet E3

Reading Dials

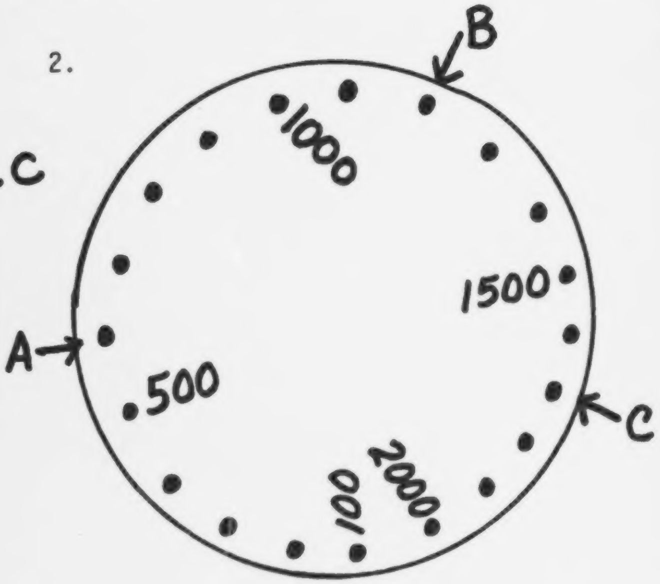
Determine the scale and read the following dials.

1.


B
C
A
0
50
100
150
200
250
300
350
400
450
500

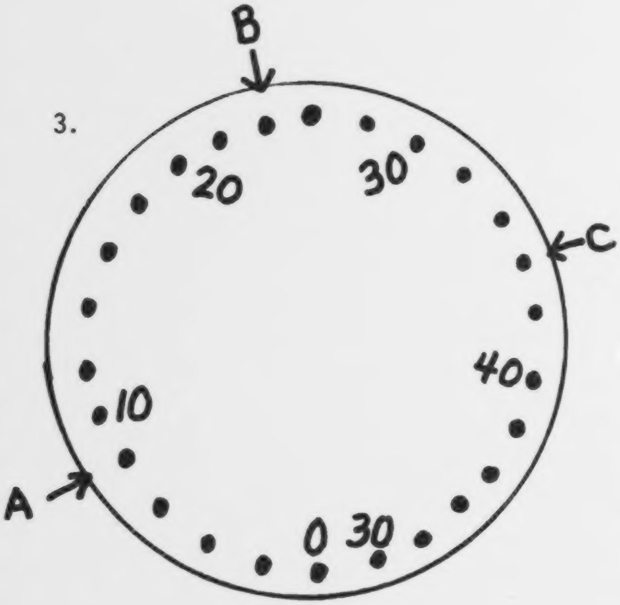
a. _____ b. _____ c. _____

2.


B
C
A
100
500
1000
1500
2000

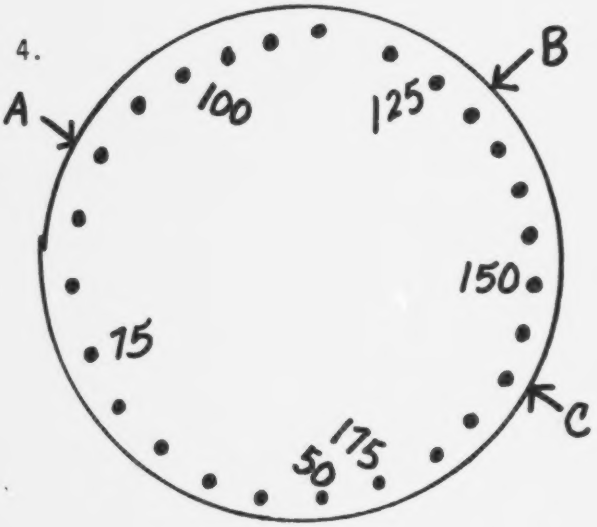
a. _____ b. _____ c. _____

3.


B
C
A
0
10
20
30
40
30

a. _____ b. _____ c. _____

4.


A
B
C
50
75
100
125
150
175

a. _____ b. _____ c. _____

ACCESS SKILL

STUDENT WILL ENUNCIATE CLEARLY USING A PLEASANT TONE AND IDENTIFY TONES THAT EXPRESS NEGATIVE AND POSITIVE FEELINGS

NAME:

DATE COMPLETED	DATE RECHECKED	TASK ANALYSIS STEPS	TEACHER COMMENTS
		A. Student will identify vocabulary that expresses negative and positive feelings. B. Student will recognize tones that indicate negative and positive feelings. C. Student will enunciate clearly. D. Student will demonstrate skill in using a pleasant tone and clear enunciation in a variety of situations.	

ACCESS SKILL: STUDENT WILL ENUNCIATE CLEARLY USING A PLEASANT TONE AND IDENTIFY TONES THAT EXPRESS NEGATIVE AND POSITIVE FEELINGS

TASK ANALYSIS STEPS: A-D

ACTIVITY	MATERIALS/RESOURCES
TASK A: Student will identify vocabulary that expresses negative and positive feelings	
1. Select one card representing each word from the game. Show each card and ask students to cite one example sentence one might hear about food or service in a cafeteria line or in a restaurant.	Body Talk--a game
2. Divide students into groups of three or four. Project the list of words from Body Talk: love, joy, hope, admiration contentment, shyness, indifference, fear, frustration loneliness, sorrow, hate, anger. Tell the students that these words reflect how people feel toward food, service and surroundings. One student from each group selects a card from the deck. Each group will write and perform one script which illustrates many ways customers or co-workers express that feeling in a cafeteria, restaurant or drive-in.	Body Talk screen overhead projector transparency 1 dictionary for each group of 3 to 4 students
3. Using Worksheet A3 (script), have students underline each "you." Have students identify the "you" in each situation. What is expected from the "you" in each instance? How might the "you" feel in this situation? Divide students into pairs to write a conclusion for Script A which omits the accusing "you."	Worksheet A3
4. Divide students into pairs. Students rewrite and perform Worksheet A3 to omit "you" as many times as possible.	Worksheet A3
5. Students are to write expressions or comments about food, service, or surroundings they hear from customers or co-workers in a restaurant or a cafeteria. Collect them. Ditto appropriate ones. Distribute copies to class. Students are to underline key words that show people's feelings. Students write "negative" or "positive" above each underlined word.	
TASK B: Student will recognize tones that indicate negative and positive feelings	
1. Distribute Worksheet B1. Have students read the lines using the tone indicated.	Worksheet B1
2. Using Worksheet B1, have students identify negative and positive tones. Discuss the effect(s) on the customer and on customers who overhear the tone.	Worksheet B1
3. Give each student one slip of paper. Each student is to pretend he/she is in a restaurant as a waiter or waitress. Each student will write an appropriate sentence indicating the tone the student finds most irritating or demeaning and a second tone which is more pleasant that is appropriate. Collect the papers. Each student will draw one paper and read the sentence according to the indicated tones.	3 X 5 slips of paper
4. Use cards from activity 3 and record on tape the readings. Listen to each one. Discuss the effect(s) on the customer.	slips of paper tape recorder cassette tape

ACTIVITY	MATERIALS/RESOURCES
TASK C: Student will enunciate clearly	
1. Divide students into pairs. Give each pair one set of numbers from Worksheet C1 and one blank piece of paper. As one student reads the numbers, the other writes each number. Students circle any number that must be repeated. After all the numbers have been read, the writer reads the numbers back to the first student. Circle all repeated numbers. Discuss: What could be done to enunciate clearly? (Slow down, pronounce each syllable correctly, say the last syllable distinctly, speak up)	Worksheet C1
2. Follow the steps for Activity 1 using Worksheet C2.	Worksheet C2
3. Distribute Worksheet C3. Have each student read one item naturally on tape. Play the tape. Ask: Could you say this more distinctly? (Slow down, speak up, pronounce each syllable correctly and clearly, say the last syllable clearly)	Worksheet C3
4. Students write and perform scripts for food service which would require clear enunciation. (Repeating orders, giving orders, giving directions, special orders)	
5. Distribute Worksheet C5. After students have completed the sheet, divide them into groups of three or four. Give each group a dictionary to check pronunciations. After each group has agreed upon the correct pronunciation, one member, selected by the group, tapes the list of words. After each group completes the tape, the instructor listens to the tape with the group. Positive reinforcement must be given for accurate pronunciations. Help must be given to help students identify and to correct any problems.	Worksheet C5 tape recorder cassette tape dictionary
6. Using Worksheet C6, tape the choices before class. Using the tape, have students complete Worksheet C6. Check the papers and discuss problem words. Have students repeat the correct pronunciation as a class.	Worksheet C6 tape recorder cassette tape
7. Using Worksheet C7, divide students into groups of three or four and assign five words to each group. (Use an appropriate division for class size). Each group decides upon the correct pronunciation. Students may use a dictionary. After each group has selected the correct pronunciation for the assigned group, one member reads the letter and the pronunciation for the class. Guide students toward the correct answer whenever necessary. The class is to repeat the correct pronunciation for each word.	Worksheet C7 dictionary
8. Use from three to five words from Worksheet C8 per day. Write the words on the board. Students are to pronounce each word using clear enunciation. Any problem words should be found in a dictionary and all students repeat the word as a group first. Second, each student should repeat the word.	Worksheet C8
TASK D: Student will demonstrate skill in using a pleasant tone and clear enunciation in a variety of situations.	
1. Before class write "enunciation" and "tone" on the board Give two students a brief script. (Script A3 may be used). Direct them to read over the script before acting out the scene. After they perform, use the suggested questions to direct students' attention toward the meaning of the words on the board.	Worksheet A3 2 telephones suggested questions

ACTIVITY	MATERIALS/RESOURCES
TASK D: CONTINUED	
2. Divide students into pairs. Students rewrite and perform Worksheet A3 indicating pleasant tones and completing it with a positive conclusion. Each performance might be taped for reinforcement.	Worksheet A3 tape recorder cassette tape
3. Restaurant, Cafe, Truck Stop, Concession Stand, Motel Restaurant, etc. should be written on enough slips of paper for each student to draw one. After selecting one paper, each student writes one role play situation for the location on the paper. Each situation must revolve around customers or co-workers involving food, service, cooperation, or surroundings. Each student sets up the role play situation for the appropriate number of classmates to play out. Tape each presentation for class analysis of enunciation and identification of negative and positive tones and vocabulary.	prepared papers tape recorder cassette tape
4. Use role play situations to practice using clear enunciation and a pleasant tone. Tape each scene for analysis.	Worksheet D4 tape recorder cassette tape

Worksheet A3

Two characters. They may be of either sex.

We see Character A hurriedly coming into the room as the phone rings. Character A hesitates as though about to leave the room. The phone rings again. Character A looks back to the door, sighs, and picks up the phone as it rings a third time.

Character A: Good morning. John Doe's Grocery, ___(your name)___. May I help you? (Sounds out of breath and uninterested. Runs words together.)

Character B: I certainly hope so! I just checked the prices on my groceries and the total. You charged me $17.00 more than my groceries came to. (Sounds accusing and angry.)

Character A: How much did you say? (Sounds surprised.)

Character B: Can't you hear me? Open your ears! $17.00. I said $17.00. (Angry.)

Character A: Well, $17.00 is quite a mistake. Did you add the prices carefully? (Exasperated and frustrated.)

Character B: You bet! Just what do you plan to do about this? I live on a fixed salary and I can't afford this kind of expense! (Sounds desperate and angry.)

Worksheet B1

Using the tone indicated, read each item.

1. Good morning. Jones and Smith Restaurant, (your name). May I help you? (friendly)
2. Good afternoon. Clark's Cafeteria, (your name) here. (hurried but friendly)
3. Good evening. Jones' Pizza Parlor. (harsh)
4. Good morning. Ralph's Truck Stop, (your name) here. (abrupt but interested)
5. Good afternoon. May I help you, sir? (frightened)
6. Good evening. May I take your order now? (bored)
7. Good morning. I'm (your name), your hostess. May I take your order now? (pleasant)
8. Hello. Are you ready to order not? (cheerful)
9. Did you want the onion salad or the cucumber? (angry)
10. Would you like sour cream on your potatoes? Hey, George, bring me some more goop! (joking)

Worksheet C1

Group I
49
50
891
2367
169085
943742156

Group II
63
12
957
4861
372590
860245673

Group III
98
41
625
7409
381672
849531062

Group IV
34
65
125
9312
578694
896137502

Worksheet C2

Group A
ZY
CM
DXT
HLAC
NWMODP
TBGEQFRVC

Group B
BA
IC
KVD
RNMP
TWUOEX
FKQJGSUHL

Group C
MN
CJ
HMS
PIAO
RETHBU
YDPCETWU

Group D
CP
SQ
TUEN
MJBPZD
LFKAGVCEH

Worksheet C3

TONGUE TWISTERS

Here is a collection of excellent tongue twisters which will not only arouse interest in oral work, but will also help your students improve their pronunciation. Many movie stars have used these same twisters.

1. Sister Susie's sewing shirts for soldiers.

2. Hang the table cloths close to the clothes and close the clothes basket.

3. Washington's washwoman washed Washington's wash while Washington watched Wilson.

4. A box of mixed biscuit and a biscuit mixer.

5. Blushing Barbara booed boisterously while blind Bobby brought brilliant birds bright barbs.

6. Dainty Dora dawdled dreamily down the deck.

7. Fairy frolics fret foolish frumps for frightened frowns.

8. Silent Sue sees Sammy Sightless sounding simpering somethings.

9. Tight Tommy toddled toward two towns.

10. Wondering Will wandered wearily while Watson wistfully whistled.

11. Give Grimes Jim's great gilt gag whip.

12. The bleak breeze blighted the bright blossoms.

13. Flesh of freshly fried flying fish.

14. Strict, strong, Stephen Stringer sickly snared six sickly sill snakes.

15. The sea ceaseth and it sufficeth us.

16. The shop shop stocks chops.

17. She sells sea shells by the sea shore.

18. Did you copper-bottom 'em, sir? No, I aluminumed 'em, mum.

19. Dooky, put the Indiana poppies in the Anaconda copper coffee pot.

20. Theophilus Thistle, the celebrated thistle sifter, thrust three thousand thistles through the thick of his thumb.

21. Simple Simon sipped slippery syrup.

Worksheet C3 (continued)

22. Admiral Abington arbitrarily articled an inexplicable shabby gob and peremptorily reprimanded the giggling gabber for hacking and haggling the hatchway.

23. I said some ice, not some rice.

24. The bidder bought the butter but he found it bitter.

25. Round and round the rugged rocks the ragged rascal ran.

26. Betty Botta bought a bit o' butter. "But," said she, "this butter's bitter. If I put it in my batter, it will make my batter bitter." So Betty Botta bought a bit o' better butter and put it in her bitter batter which made Betty Botta's bitter batter a bit better.

27. Theyssian Thyssel is a successful thistle sifter. He sifts sieves full of three thousand thistles through the thick of his thumb. If those thistle sifters who sift sieves of thistles think of Theyssian Thyssel, the successful thistle sifter, they sill be successful at sifting thistle sieves.

28. Bill Bord has a board bill and a billboard. Both the board bill and the billboard bored Bill Bord. So Bill Bord sold the billboard to pay his board bill and now neither the board bill nor the billboard will bore Bill Bord.

29. Say "Bad blood" ten times very quickly.

30. She's so selfish she could sell shellfish; shellfish shells seldom sell.

31. Mr. Shot and Mr. Nott agreed to fight a duel. Nott was shot and Shott was not, so it is better to Shott than Nott. Shott and not Nott shot the shot that shot Nott. If the shot that Shott shot which shot Nott had shot Shott and not Nott, Shott instead of Nott would have been shot and Nott would not.

32. She sells sea shells, sherry and sand shoes.

33. I snuff shop snuff, do you snuff shop snuff?

34. Sister Susie sews silk socks, seated serenely on the satin sofa.

35. Strange strategic statistics.

36. A big black bug bit a big black bear; a big black bug made the big black bear bleed.

37. Big blue beans in a brown blown bladder.

38. Banishing blight brings bliss beyond belief.

39. Fanny Finch fried five floundering fish for Francis Fowler's father.

Worksheet C3 (continued)

40. I never felt felt feel flat like that felt felt.

41. What whim let "Whitey" White whittle, whistle, whisper, and whimper near the wharf where a whale might wheel and whirl?

42. Double bubble gum bubbles double.

43. Thomas Tattertoot took taut twine to tie ten twigs to two tall trees.

44. Slipper sled slide smoothly down the sluiceway.

45. A snifter of snuff is enough snuff for a sniff for the snuff sniffer.

46. The sun shines on shop signs.

47. The seething sea ceaseth, and thus the seething sea recedeth.

48. Shy Sally saw six Swiss wrist watches.

49. Sixty-two sick chicks sat on six slim slick slender saplings.

50. Does this shop stock short socks with spots?

Worksheet C5

PRONOUNCING WORDS CORRECTLY

In each of the following underlined words a syllable is often carelessly omitted in pronunciation. As you practice pronouncing the phrases, circle the syllable that should be given special attention for correct pronunciation.

		Check			Check
1.	federal tax	1. _____	6.	dry battery	6. _____
2.	manufactured tax	2. _____	7.	popular version	7. _____
3.	accurate answer	3. _____	8.	regular employees	8. _____
4.	divide and separate	4. _____	9.	liabilities owed	9. _____
5.	alphabetical listing	5. _____	10.	veteran general	10. _____

Worksheet C6

CHOOSING THE CORRECT PRONUNCIATION

Study the two pronunciations following each word and underline the one that places the accent on the correct syllable. Then place the corresponding letter in the answer column.

						Check
1.	explicable	a.	ex-PLIC-able	b.	EX-plicable	1. _____
2.	applicable	a.	a-PLIC-able	b.	AP-plicable	2. _____
3.	organization	a.	organ-EYE-zation	b.	organi-ZAY-tion	3. _____
4.	precendence	a.	pre-SEED-ence	b.	PRES-edence	4. _____
5.	superfluous	a.	super-FLU-uous	b.	su-PER-fluous	5. _____
6.	theater	a.	THEE-ater	b.	the-AY-ter	6. _____
7.	police	a.	po-LEES	b.	PO-lees	7. _____
8.	comparable	a.	COM-parable	b.	com-PAR-able	8. _____
9.	debris	a.	day-BREE	b.	DEB-ris	9. _____
10.	irrevocable	a.	irre-VOC-able	b.	ir-REV-ocable	10. _____

Worksheet C7

PROPER PRONUNCIATION

You are to indicate the correct pronunciation of the following words.

a	1.	women	a. WIMM-in	b. WOH-men
	2.	quay	a. KEE	b. KWAY
	3.	ignoramus	a. ig-no-RAY-mus	b. ig-no-RAM-us
	4.	comptroller	a. kon-TROH-ler	b. komp-TROH-ler
	5.	victuals	a. VITT-'lz	b. VIKK-tchoo-lz
	6.	disheveled	a. diss-HEVV-eld	b. di-SHEVV-eld
	7.	chiropodist	a. tchi-ROPP-o-dist	b. ki-ROPP-o-dist
	8.	longevity	a. lon-JEV-i-tee	b. long-GEV-i-itee
	9.	height	a. HYT	b. HYTTH
	10.	often	a. OFF-ten	b. OFF-'n
	11.	gondola	a. GONN-do-la	b. gon-DOH-la
	12.	chassis	a. TCHASS-ee	b. SHASS-ee
	13.	hospitable	a. HOSS-pit-a-b'l	b. hoss-PITT-a-b'l
	14.	beige	a. BAYZH	b. BAYJ
	15.	coupon	a. KOO-pon	b. CUE-pon
	16.	drowned	a. DROWN-ded	b. DROWND
	17.	subtle	a. SUBB-tel	b. SUTT-'l
	18.	jewel	a. JOOL	b. JOO-el
	19.	donkey	a. DONG-kee	b. DUN-kee
	20.	flaccid	a. FLAKK-sid	b. FLASS-id
	21.	ruin	a. ROON	b. ROO-in
	22.	amicable	a. a-MIKK-a-b'l	b. AMM-i-ka-b'l
	23.	police	a. POH-leess	b. po-LEESS
	24.	picture	a. PIK-ture	b. PITSH-er
	25.	madness	a. MADD-niss	b. MADD-ness

Worksheet C8

WORDS COMMONLY MISPRONOUNCED

Listed on this paper are words which are commonly mispronounced. Students should master this list for these are words that are commonly mispronounced by students at all levels. Teachers hear these errors in students' oral work year after year. Students should be required to look up the proper pronunciation of all these words in the dictionary and write in the appropriate diacritical markings opposite each word.

absolute (ab-so-lyut)
absorb
absurd
adversary
advertisement
aged
algebra
alms
almond
amateur
among
apricot
Arctic
armada
athlete
attache
auxiliary
awry
bade
balk
believe
benign

blackguard
boatswain
boisterous
bona fide
boundary
breeches
brochure
burial
cache
calm
candidate
cavalry
cello
cement
chalet
chameleon
chamois
chassis
chef
chestnut
chic
chocolate

Worksheet C8 cont.

clique
coleslaw
comely
comparable
complex
congratulate
coridal
corps
coup
coupons
cranberry
critical
cuisine
decadent
depot
diamond
different
diptheria
diphthong
docile
donkey
duchy
egregious
either
elixir
envelope
environment
err

extraordinary
family
federal
film
forehead
forty
foyer
generally
genuine
geography
get
gnat
gnaw
gnome
government
governor
guitar
gums
heinous
Helena
history
hundred
indict
infamous
information
intermezzo
irrelevant
isthmus

Worksheet C8 cont.

Italian
italics
ivory
juvenile
kilometer
kindergarten
kitchen
laboratory
lenient
lever
liable
library
lingerie
literature
long-lived
Los Angeles
mackerel
meteor
miserable
naphtha
often
omelette
omnipotent
our
pantomime
parade
particular
people
pianist
plebe
plenty
poem
poignant
premier
preposterous
presentation
process
protein
palm
phlegm
picture
pretend
probably
psalm
ptomaine
pumpkin
quantity
ration
really
repertoire
reputable
research
reservoir
rigmarole
rodeo
ruin

Worksheet C8 cont.

salient

salmon

sophomore

statistics

stipend

strength

student

subtle

suite

subpeona

tedious

Thames

transient

Tuesday

turbine

valuable

vaudeville

vegetable

versatile

via

victory

victual

violet

violin

viscount

width

Worcester

youths

zoology

zwieback

Worksheet D4

ROLE PLAY SITUATIONS

1. You are head chef of a large hotel. You have been asked to prepare a banquet for a convention of boat salespeople. There is one new, inexperienced cook on your staff who needs specific orders for his/her duties.

2. You are a waitress in a small restaurant in town. A middle-aged man keeps making passes at you. You need this job, but you are offended by the man's actions.

3. You are a waiter at an expensive restaurant. You need this job. An elderly woman has returned her steak twice and is still not satisfied. The cook is becoming annoyed. How do you handle both the cook and the customer?

4. You work at a small concession stand in a movie theater, concert hall, country music show, etc. It is intermission. There are two workers waiting on customers. You are one. There are two people filling orders. This is a very busy time. A friend orders one bag of popcorn and stops to talk and talk and talk while people wait impatiently to be served. What happens?

5. You are a hostess or a maitre d'. It is the dinner hour. A new bus boy needs to clear the tables faster and more efficiently. He is loud and boisterous. He does not take criticism well. Customers keep coming in and there are no tables cleared quickly.

6. You must train a new fry cook. The new cook is deaf, but reads lips. Show the person how to prepare dishes.

7. You are the manager-cashier in a small cafe. There are a few customers present. A customer brings the bill and money to pay for coffee. There is also a sandwich on the bill. As the customer tells you the sandwich never came, the waitress comes from the kitchen carrying the sandwich and calling out loudly, "Here's that sandwich you ordered." The customer explains that he/she has been waiting 45 minutes for that sandwich and must leave now for an appointment. What happens?

8. You work in a cafeteria. You serve salads in the line. One customer makes remarks like: "The lettuce looks wilted." "I wonder how long that potato salad has been out." The customer says to you, "I'll have that cucumber salad without the onions." This requires a special order to the kitchen and this is the busiest part of the lunch hour.

9. You ring the bill for each customer in the cafeteria. You think or suspect that one customer put two dinner rolls in a pocket or a purse. What action do you take?

10. You are a waitress/waiter, fry cook, and dishwasher in a fountain in a department store. A customer comes in who does not speak English. How do you help the person order?

11. You are a waitress/waiter in a fountain in a department store. Just as you are about to serve a beautifully prepared banana split, your foot slips on a piece of lettuce left on the floor. You grab for the counter to balance yourself. The banana split slides across the counter and into the customer's lap. Your boss is sitting at the end of the counter and sees the whole incident. What happens?

ACCESS SKILL

STUDENT WILL BE ABLE TO USE
AND COMMUNICATE ON THE TELEPHONE

NAME:

DATE COMPLETED	DATE RECHECKED	TASK ANALYSIS STEPS	TEACHER COMMENTS
		A. Student will identify a telephone and its basic use.	
		B. Student will identify a telephone book and its basic use.	
		C. Student will explain the meaning of telephone vocabulary words.	
		D. Student will explain what to dial in case of an emergency.	
		E. Student will explain and use discount tables for dialing long distance.	
		F. Student will demonstrate what to do if he/she dials a wrong number.	
		G. Student will identify a busy signal when reached.	
		H. Student will demonstrate making long distance calls to various area codes (station-to-station & Operator assisted).	
		I. Student will identify and explain the meaning of the four time zones when dialing within the United States.	
		J. Student will demonstrate making local calls to request and give information.	
		K. Student will demonstrate calling local directory assistance (and long distance).	
		L. Student will demonstrate the use of a pay telephone to make local, long distance, and collect calls.	
		M. Student will demonstrate making a long distance person-to-person call.	
		N. Student will demonstrate billing a call to a third number.	
		O. Student will demonstrate a toll-free call.	
		P. Student will demonstrate telephone etiquette.	
		Q. Student will demonstrate taking telephone messages.	

ACCESS SKILL: COMMUNICATE ON THE TELEPHONE

TASK ANALYSIS STEPS: A-Q

ACTIVITY	MATERIALS/RESOURCES
TASK A: Student will identify a telephone and its basic use.	
1. Shown a picture of a telephone, the student will identify it as such.	Telephone (toy or real)
2. Asked to identify the basic use of a telephone, the student will explain its use as one of communication (to seek information, to give information, to seek assistance, to communicate with friends or relatives, etc.).	
TASK B: Student will identify a telephone book and its basic use.	
1. When told to pick up the telephone book, the student will do so with no hesitation.	
2. When told to use a telephone book to find specific information, the student will identify information in the: a. White pages b. Method of listings (alphabetically) c. Clues to finding numbers d. How to find a place with many numbers e. Government listings f. Yellow pages g. Miscellaneous information h. Emergency information	Worksheet B2 Using the Phone Book
TASK C: Student will explain the meaning of telephone vocabulary words.	
1. The student will say each telephone vocabulary word and clearly explain the definition of the word or phrase.	Worksheet C1 Brigance Inventory of Basic Skills (Z-5)
2. Student will demonstrate the process used when using any of the vocabulary words, such as: dialing directly, etc.	
TASK D: Student will explain what to dial in case of an emergency.	
1. When given an emergency situation, the student should be able to accurately tell what number to call for that emergency - using the telephone book. For example: In case of a medical emergency you should dial __911__. If there is no 911 number for the town in which you are calling, you would dial __________ (the number listed on the inside of the telephone book for that call). If you do not have a 911 number, and can't find the book or remember the number, you should dial ________ ("0" for Operator).	Local telephone book (You could check with the local telephone company as sometimes they give away old phone books, and the student might need to cut out the numbers.)

ACTIVITY	MATERIALS/RESOURCES
TASK D: CONTINUED	
2. Have the student make out a list of emergency numbers for fire, police, doctor, medical, etc. and place the numbers next to the phone.	
3. Act out making an emergency call using the 911 number (pretend), dialing the whole number, and pretending to dial the operator.	
TASK E: Student will explain and use discount tables for dialing long distance.	
1. The student must first locate the page with the information regarding rate periods for long distance calls. Then after direction on how to use that page, you might quiz their understanding by asking the following types of questions.	Use of the telephone book
What are the lowest rates and on what days are they available for direct-dialed station-to-station calls within Missouri? (Saturday, all day, Sunday, 8-5, and everyday from 11 p.m. until 8 a.m.)	Use old phone bills
How much would it cost to call from Columbia to Jefferson City for 5 minutes at 2 p.m. on a Monday?	
Is it cheaper to call long distance out-of-state on weekends or in-state? (Out-of-state.) How much?	
2. Find some old telephone bills. Ask the student to check a recent phone bill to see if the long distance charges were accurate. Check the student's work carefully and do a few of the problems with him/her.	
TASK F: Student will demonstrate what to do if he/she dials a wrong number.	
1. Student will learn to verbally apologize for disturbing the person when attempting to reach another number.	
Example: Instead of just saying, "Okay," when one notices they have reached a wrong number, you should say what?	
Student: "Sorry I disturbed you, what number did I reach?" or "I'm sorry, I must have the wrong number" or "Is this ///-////?"	
The student should ask for the number and the name of the city reached, and should then report the error to the operator so they will not be charged for the call.	
TASK G: Student will identify a busy signal when reached.	
1. The student should learn to identify the two types of busy signals. There are two (a slow beeping and a faster beeping); both mean the line is presently busy, and the caller should hang up and call back in five minutes or more.	

ACTIVITY	MATERIALS/RESOURCES
TASK G: CONTINUED	
Example: If there is a telephone in the classroom, the teacher may dial a number that is previously arranged to be busy. Ask a student to make a call and state (when he/she hears the busy signal) that the line is busy and he/she needs to call back in five minutes. The teacher might set a timer so the students develop an accurate idea as to when five minutes are up.	
TASK H: Student will demonstrate making long distance calls to various area codes (station-to-station & Operator assisted).	
1. Using telephones set up in the classroom, the student will make a (mock) long distance call within the same area code and will have in mind, and tell the party called, what he/she is calling about (personal call, information, or request for assistance). Example: The teacher might tell the student to make a long distance call within the same area code in order to find out if a particular store has the type of tennis racquet he/she is trying to locate. The student must: dial correctly, answer correctly, get to the point of the conversation, and thank the party for the information.	
TASK I: Student will identify and explain the meaning of the four time zones when dialing within the United States.	
1. Because time zones can be a factor in cost and the time in which calls would be made, the student should be able to read the time zone chart in the phone book and apply its zones. The student should be able to identify the four zones (Eastern, Central, Mountain, and Pacific) as they are shown in most phone books, and determine what time it would be in each location.	Worksheet I1
TASK J: Student will demonstrate making local calls to request and give information.	
1. The student will locate a number in the phone book and will make a call to that number (do in a role play situation first) in order to request information. Example: The teacher might tell the student to find the number for the license bureau and then to call to find out what days they give the test for driver's licenses. (This should be practiced until the student is proficient at making the calls unassisted and politely.) 2. The student should locate a number in the phone book and make a call to that number in order to give information. Example: The teacher might tell the student to locate the number of the Voluntary Action Center so that he/she could volunteer him/herself for service. (This should also be role-played ahead of time.)	Local phone book

ACTIVITY	MATERIALS/RESOURCES
TASK K: Student will demonstrate calling local directory assistance (and long distance).	
1. The student will have to determine the number for directory assistance in the city in which he/she lives and make a call to find out a particular number. Example: Teacher might ask the student to call Taco Bell using a directory. The student would then: a. Locate the number for directory assistance in the phone book or from memory. b. Decide what they were to call Taco Bell about. c. Call Taco Bell regarding the needs.	Phone and phone book
2. Because the number for directory assistance out of town is different from local calls, the student should learn the number to call if they need to make a long distance call and do not have the number. Example: The teacher might ask the student to find out the number for a theatre in Kansas City. The student would have to: a. Locate the number for directory assistance for long distance numbers (area code-555-1212). (They will need to be able to find the area code for that city first.) b. Call the theatre and acquire the needed information. The student must do each 8 out of 10 times unassisted.	
TASK L: Student will demonstrate the use of a pay telephone to make local, long distance, and collect calls.	
1. In order to make a local call from a pay phone the student should have on hand the following: a. At least 20 cents in change (depending on the local charges in each city). b. The number he/she want to call or the number for directory assistance for that city. c. And then makes the call, inserting the money at the correct time. Lift phone receiver Insert 20 cents Dial number Wait for money to clear so call goes through	20 cents Phone
2. The student must perform the same steps as in Activity A, but he/she must have more money on hand. This requires either asking the operator ahead of time how much the charges would be to a certain location (long distance), or using the phone book to determine the charges for a 3 minute period. The student would also have to make sure he/she did not talk longer than the time he/she had money to cover. a. Lift receiver.	

ACTIVITY	MATERIALS/RESOURCES

TASK L: CONTINUED

b. Dial complete number (if known) OR dial directory assistance to get the number and then dial the number.

c. Wait for operator to tell how much money to insert.

d. Insert money (complete amount in the correct coin slots on the phone).

e. Talk to the party, keeping the call to the minimum, so as to have enough coins to cover the call.

3. In order to make collect calls, the student will have to know and demonstrate the following steps:

   a. What number he/she desires to call and have 20 cents on hand.

   b. Lift receiver.

   c. Insert 20 cents and dial operator.

   d. Wait for operator to answer.

   e. Tell operator: "I wish to make a collect call to (area code-///-////)."

   f. Tell the operator who you are (your name).

   g. When the phone rings wait patiently until the operator has asked the party you are calling if they will accept the call. If they say "yes," then begin your conversation. They have the right to say "no."

TASK M: Student will demonstrate making a long distance person-to-person call.

1. The student must be aware that one may call and will be charged for that call only if he/she speaks to the person he/she wants to speak to if he/she makes an Operator assisted person-to-person call. The teacher may wish to practice these calls only in the classroom through the use of a borrowed telephone system. The steps to follow include:

   a. Dial operator.

   b. Give the area code and telephone number of the person you wish to call.

   c. Give other details the operator may ask in order to complete your call (such as how to spell your name, etc.).

   d. Speak to the party when the person you wish to speak to answers the phone.

Phone and phone number

TASK N: Student will demonstrate billing a call to a third number.

1. The student must be aware that it is possible to call long distance and charge the call to your home number even though you may not be at home. The steps to follow include:

ACTIVITY	MATERIALS/RESOURCES
TASK N: CONTINUED	
a. Decide the number to be called, the number to be charged, and the type of call to be made (person-to-person or station-to-station).	
b. Dial "0" for Operator assistance.	Phone
c. Wait patiently for the Operator to answer.	
d. Tell the Operator, "I wish to make a long distance call and charge it to my home phone (or a third number). The number I'd like to call is ///-///-////. I'd like to charge it to my number at ///-///-//// "	
e. Wait for the Operator to ask any other questions in order to complete the call.	
f. When the party answers, begin the conversation, as the call will be billed from the time someone answers (unless it is a person-to-person call) to your home phone.	
Practice making these phone calls in the classroom. Once the student has practiced it without assistance and has demonstrated accuracy 8 out of 10 times, let the parents know, so the student can follow through at home.	
TASK O: Student will demonstrate a toll-free call.	
1. The student must be aware that toll-free calls exist and are made at no charge to the caller only for numbers which begin with 800 and are a part of the Wide Area Telephone Service (WATS). The student makes these calls by:	
a. Locating the number to be called.	
b. Dialing the number as 1-800-///-////.	
c. Speak to the party when they answer the phone. These are usually not person-to-person calls.	
Teacher might assign the student to:	
a. Make a call to an airline to obtain the cost of an airline ticket to a particular destination.	Phone
b. Make a call to a theatre to determine the cost of tickets to a concert.	
c. Call a particular company to get information or receive their free information.	
TASK P: Student will demonstrate telephone etiquette.	
1. The student will understand and demonstrate appropriate speaking skills when using the telephone to speak to an unknown person or anyone else. This task should be practiced for perfection, as some students learn the steps but become lax in using the techniques. Some steps to remember are:	Your local telephone company may have free brochures regarding telephone etiquette and these can be obtained by contacting them over the phone or going to the

ACTIVITY	MATERIALS/RESOURCES
TASK P: CONTINUED	
a. Answer promptly. b. Identify yourself. c. Greet the caller pleasantly. d. Use the caller's name. e. Treat every call as an important call. f. Be tactful. g. Apologize for errors or delays (This is especially true if the call is on a business phone). h. If the person who is being called is not in, suggest an appropriate time for call back. i. Speak distinctly with good volume and speed. j. Hang up when the caller has finished speaking, and do not slam the receiver down.	company. You might want to keep copies of these brochures beside the phone in the home. The filmstrip "Who's Calling, Please?" is available on loan, free of charge from the Bell Telephone System. General Telephone Co. has some films and some personnel who are hired specifically to instruct persons on the proper uses of the telephone. Simply call and ask them.
TASK Q: The student will demonstrate taking telephone messages.	
1. The student must learn to take telephone messages, so that he/she knows that what was said over the phone is remembered accurately. Don't trust to memory what has to be passed on or checked with someone else or yourself at a later date or time. If there is a message, write it down. Even if there's no message, make a note of who called and at what time. If the caller would like the call returned, be sure to get the name and number of the caller (ask for the spelling to be sure of the name, and have the person repeat the spelling and number until you get it correctly). Role play these situations.	Notepad, pen, and/or chalkboard and chalk
2. Have student see if parent will allow them to keep a note pad or chalkboard next to the telephone so messages may be taken and passed on easily to other members of the family.	

Worksheet B2

Using the White Pages:

Businesses and people's names are listed in alphabetical order according to their last names. How would the following businesses be listed?

The Record Shop ____________________

The Pizza Inn ____________________

A Bargain Basement ____________________

What number should you dial if you wanted to call the following places?

S & W Plumbing Co. Inc. 1703 Canyon Dr	449-4959
Sapp Donald Plumbing Co., RR 3	445-6638
Stanton Frank Plbg & Htg 341 Proctor Dr	443-4122
Stuart's Plumbing & Heating RR 4 Cent	682-2529
T & T Plumbing & Heating Specializing in Service 24 Hour Emergency Service 4601 I-70 Dr SE	474-8506
(See Advertisement This Classification)	

Stuart's Plumbing & Heating # ____________________

T & T Plumbing & Heating # ____________________

Donald Sapp Plumbing Co. # ____________________

The Plumbing & Heating in Centralia # ____________________

The Plumbing & Heating Co. that Specializes in Service # ____________________

What is Mr. Stanton's first name ? ____________________

Below is a list of names. Which one would be found first in the white pages of the phone book? ____________________

Now put the rest in alphabetical order:

Jane Lewis
Dr. Joe Darla
Bob Moses
Veronica Schmidt

____

____

____

Worksheet B2 (continued)

Use the following clues to determine where to find a name in the telephone book.

1. Names are listed in alphabetical order in the telephone book.
2. Decide if the name (last name) would be in the front, middle, or back of the telephone book.
3. Use the key letters on a page to determine the page the name would appear on.
4. Locate the key names on the pages to find the page where the name you are trying to find would be listed.
5. Locate the correct column in which the number would be found.
6. If you know the address, select the phone number of the person with that name on that street, if there is any questions as to which listing is the one you are seeking.

(The teacher might assign a particular name and ask the student to locate the name in the telephone book using each clue.)

If you find a listing with many numbers, you would need to call the listing information number.

EX: Warren's Department Store
3642 South Bend Rd.

Information	808-2694
Men's Clothing	808-6675
Ladies Clothing	808-6676
Furniture	808-2695
Appliances	808-2697

You would dial 808-2694 if you didn't know which number was the area you wanted.

When finding government numbers in the telephone book, you would need to look under UNITED STATES GOVERNMENT, ____________ (State) Government, or ___________ (County) Government, and locate the listing under the title. Such areas include Military Departments, Postal Services, Social Security, Motor Vehicle Registration (or Dept.), etc.

The teacher might assign such pages for the student to look up in the local telephone directory.

Worksheet B2a

The Yellow Pages of a telephone book contain the following:

Regular listings such as:

1. REGULAR LISTING (RL) Your Name Here
Street Address 000-0000

Larger listings such as:

YOUR NAME HERE
FIND IT FAST IN THE YELLOW PAGES
Street Address 000-0000

Large ads such as:

YOUR PRODUCT OR SERVICE

The buyers' guide 9 out of 10 people use. Choose from over 4500 directories to advertise your product or service.

yellow pages

"WHERE TO GET SERVICE"

YOUR NAME HERE
Street Address 000-0000

Or more information in a large ad such as:

Your Emblem or Illustration Here

yellow pages

YOUR NAME HERE

The Yellow Pages are an ideal medium for advertising trade-marked goods

000-0000

STREET ADDRESS CITY

To use the Yellow Pages, you must locate the correct heading.

EX: If you wanted to get your car repaired, which of the following headings would you look under?

Cars for Sale

Auto Rental

Auto Repairs

Once you determine the heading you are looking for you must look under that heading in alphabetical order. In a telephone book, you would find these listings, put them in the alphabetical order in which they would appear.

Doctor ________________________

Bicycles ________________________

Toys ________________________

Insurance ________________________

Pizza ________________________

Restaurants ________________________

Worksheet C1

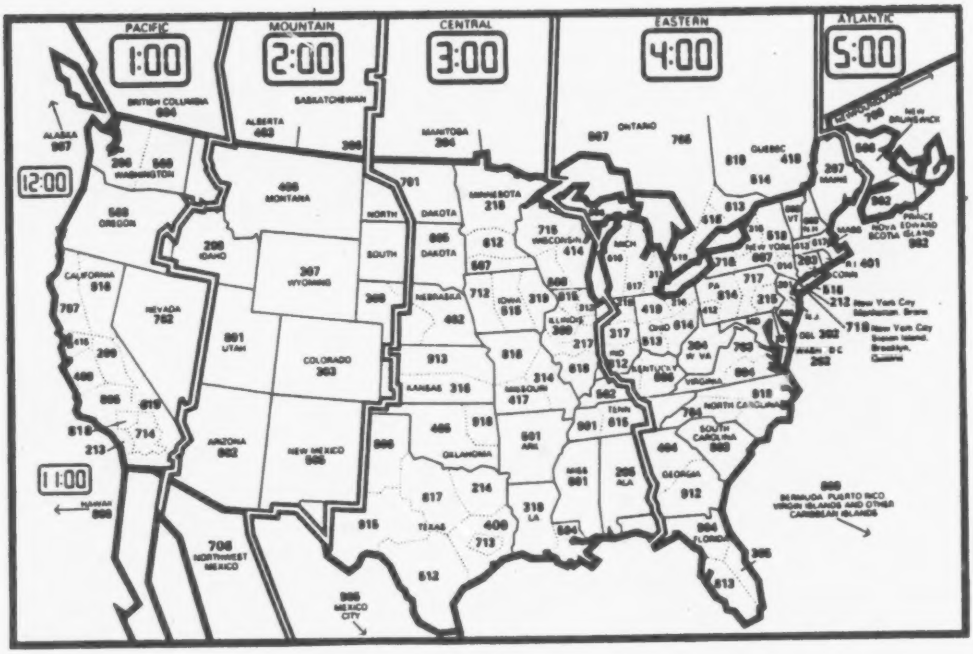
Vocabulary words the student should be able to explain are the following:

Index	A listing of what is in the telephone book (or any book).
Emergency Numbers	Emergency numbers are used when there is an emergency such as a fire, burglary, etc. They are usually found on the first page of the telephone book, and should be kept close to the phone in case of an emergency.
Warnings (Fraud, Annoyance Calls, Party Line Misuse)	Fraud includes trying to get telephone use without permission in an attempt to avoid charges. Annoyance Calls are when you annoy anyone through making phone calls, and these are punishable by fines or imprisonment. Party Line Misuse includes refusing to give a conversation to someone on that lines who may also use the phone.
Dialing Instructions	How to dial a number to a particular location within the community.
Business with the Telephone Company	Where to get services and the numbers available for those services, as well as addresses.
Customer Service	What kinds of services customers can get including directory assistance, long distance directory assistance, repair services, prewiring for new construction, how to get buried cable information, telephone services for special needs, yellow pages service, assistance in dialing, and party lines.
Long Distance Dialing	How to dial out of this community, what person-to-person calls are, collect calls, and calling card calls.
Types of Long Distance Calls	Station-to-station, person-to-person, coin calls, conference, collect mobile calls, overseas, calling cards, bill to the third number, time and charges information.
Rates	The cost of calls are particular times of the day and days of the week in various parts of the country.
Area Codes	The number referring to the area in which you live. It must be given first when calling someone long distance outside the same area code.
General Info	Information about services, safety, and figures regarding that city.
Busy Signal	A signal that tells that the number is busy, and you will have to call back later.

Worksheet C1 (continued)

Collect Call	Calling and charging it to the other person.
Connection	How well you can hear the other person; if there is static or you can't hear well, it is a poor connection.
Deposit	The amount of money you must put down to get a phone in your home, or the amount of money you must put in the phone when making a call from a pay phone.
Dialing Direct	If you dial the number without assistance it is direct dialing.
Directory Assistance	If you get assistance from an operator who tells you the number you need, that is directory assistance.
Information	Something that answers questions.
Local Call	A call within your town (that is not long distance).
Long Distance	A call out of town.
Operator	A person who works for the telephone company who can help you make calls, find numbers, or put calls through.
Party Line	When more than one person has the same line, but a different number. They can hear others speaking if they pick up the phone, and must share time on the phone.
Private Line	Only one person has the line to speak from and no one can listen in.
Receiver	The part of the phone into which we speak.
Reverse the Charges	If you want the person you are calling long distance to pay for the call it is said to be reversing the charges.
Station-to-Station	When you call someone without assistance.
Toll Free	Numbers which begin with 800 and may be long distance, but do not cost the caller anything to make.
Yellow Pages	The pages where information about businesses can be found.
Wrong Number	When you call someone, but end up getting someone else that you don't even know, you have reached a wrong number. You do not have to pay for the call if it is an honest mistake.

Worksheet I1


PACIFIC
1:00
MOUNTAIN
2:00
CENTRAL
3:00
EASTERN
4:00
ATLANTIC
5:00
12:00
11:00
ALASKA
HAWAII
BRITISH COLUMBIA
ALBERTA
SASKATCHEWAN
MANITOBA
ONTARIO
QUEBEC
NEW BRUNSWICK
NOVA SCOTIA
PRINCE EDWARD ISLAND
WASHINGTON
OREGON
CALIFORNIA
NEVADA
IDAHO
MONTANA
WYOMING
UTAH
COLORADO
ARIZONA
NEW MEXICO
NORTH DAKOTA
SOUTH DAKOTA
NEBRASKA
KANSAS
OKLAHOMA
TEXAS
MINNESOTA
IOWA
MISSOURI
ARK
LA
WISCONSIN
ILLINOIS
MICH
IND
OHIO
KENTUCKY
TENN
MISS
ALA
GEORGIA
FLORIDA
SOUTH CAROLINA
NORTH CAROLINA
VIRGINIA
W VA
PA
NEW YORK
MAINE
VT
N.H.
MASS
CONN
R.I.
N.J.
DEL
MD
WASH D.C.
New York City Manhattan Bronx
New York City Staten Island Brooklyn Queens
BERMUDA PUERTO RICO VIRGIN ISLANDS AND OTHER CARIBBEAN ISLANDS
NORTHWEST MEXICO
MEXICO CITY

Using the above time zone chart, what time is it on the East coast when it is 4 p.m. in Missouri?

____________________ (5 p.m.)

What time is it in California when it is 9 a.m. in New York?

____________________ (6 a.m.)

What time is it in the Mountain region of Colorado and Wyoming when it is 2 p.m. in Virginia?

____________________ (12 noon)

When it is 10 a.m. in Kentucky (Eastern time zone), what time is it in Montana?

____________________ (8 a.m.)

Missouri is in the ______________________________ time zone.

Florida is in the ______________________________ time zone.

Texas is in the ______________________________ time zone.

Part of Idaho is in the Mountain time zone and part of it is in the

______________________________ time zone.

RESOURCES

Brigance Inventory of Basic Skills. Curriculum Associates, Inc., North Billerica, MA.

Using the Phone Book. Gundlach, P. & Kennan, K. Janus Publishers, Hayward, CA.

Film:

"Who's Calling Please?" Bell Telephone Co.

ACCESS SKILL

STUDENT WILL USE A DICTIONARY

NAME:

DATE COMPLETED	DATE RECHECKED	TASK ANALYSIS STEPS	TEACHER COMMENTS
		A. Student will identify a dictionary.	
		B. Student will put words in alphabetical order to the 1st letter.	
		C. Student will put words in alphabetical order to the 2nd letter.	
		D. Student will put words in alphabetical order to the 3rd letter.	
		E. When letters are scrambled, student will tell what letter comes before each letter presented within 2 minutes.	
		F. When letters are scrambled, student will tell what letter comes after each letter presented within 2 minutes.	
		G. Student will accurately locate a given word in the dictionary.	
		H. Student will find correct spelling in dictionary.	
		I. Student will successfully identify guide words on a dictionary page.	
		J. Student will successfully use guide words from a dictionary page.	
		K. Student will accurately divide words into syllables.	
		L. Student will identify accented syllables.	
		M. Student will accurately use pronunciation key.	
		N. Student will accurately locate meanings of words in the dictionary	
		O. Student will accurately determine parts of speech for any given word in the dictionary.	
		P. Student will locate synonyms in the dictionary.	
		Q. Student will locate word origins in the dictionary.	
		R. Student will accurately use superscript.	
		S. Student will accurately locate and tell the etymology of a word (slang, dialect, jargon).	

ACCESS SKILL: USE THE DICTIONARY

TASK ANALYSIS STEPS: A-S

ACTIVITY	MATERIALS/RESOURCES
TASK A: Student will identify a dictionary.	
1. Shown a magazine, a text book, a paperback book, an encyclopedia and a dictionary, the student will accurately identify the dictionary.	Skillbooster C,D,E,F
2. Given a definition, the student will accurately tell that a dictionary has that kind of information contained within it. For example, teacher says, "It contains a list of the words of a language. What is it?" Student answers, "The dictionary." Teacher says, "It is a book with information about words in it. What is it?" Student answers, "The dictionary." or Student says, "It gives spellings, meanings, pronunciations, and other information about words. What is it? Teacher answers, "The dictionary." It can then become a game of what is in the dictionary.	Look it Up! 101 Dictionary Activities to Develop Word Skills
TASK B: Student will put words in alphabetical order to the 1st letter.	
1. Given a list of 26 letters of the alphabet the student will accurately put all of the letters in alphabetical order by numbering them in the order in which they should be arranged.	Worksheet B1
2. Given a list of 26 words, the student will accurately place the words in alphabetical order by numbering the words according to the order in which they should be arranged.	Worksheet B2
3. Given a list of 14 words, the student will accurately mark the word that should come first in alphabetical order.	Worksheet B3
TASK C: Student will put words in alphabetical order to the 2nd letter.	
1. Teacher can show the student the two steps necessary to alphabetize words according to the first two letters in the word. Step 1: Find the words that begin with a (or whatever letter is first in the alphabet according to the list of words on hand). Put this word as first on the list of words in alphabetical order. Step 2: If you find two words beginning with the same first letter, circle the second letter, and decide which of these two letters comes first.	Worksheet C1

ACTIVITY	MATERIALS/RESOURCES
TASK C: CONTINUED	
2. Given a list of 14 words, the student should accurately put the words in alphabetical order according to the first two letters.	
TASK D: Student will put words in alphabetical order to the 3rd letter.	
1. Using the skills taught in the previous two lessons, the student will accurately alphabetize a list of words where the first two letters may be the same, and the student will have to rely on the third letter to determine the word's place in alphabetical order.	Worksheet D1
TASK E: When letters are scrambled, student will tell what letter comes before each letter presented within 2 minutes.	
1. Given a list of 26 letters, the student will accurately tell which letter comes before each letter within 2 minutes.	Worksheet E1
TASK F: When letters are scrambled, student will tell what letter comes after each letter presented within 2 minutes.	
1. Given a list of 26 letters, the student will accurately tell which letter comes after each letter within a 2-minute interval.	Worksheet F1
TASK G: Student will accurately locate a given word in the dictionary.	
1. Explain to the student(s) that opening a dictionary to the approximate place where a word might be located takes practice, but saves much time. Explain to the student(s) how the dictionary is broken up into 3 (or 4 -- whichever you feel most comfortable with) parts. These parts are the a-g words, h-p words, and q-z words. (If using 4 parts to the dictionary, you would break it at a-d, d-m, m-s, and s-z). Given a list of 20 words or more, the student will accurately tell which part of the dictionary the words can be found (front -- a-g, middle -- h-p, or end -- q-z).	Worksheet G1
2. Given a list of words on index cards, the student will accurately place the words in the correct pocket to indicate whether the word comes in the front, middle, or end of the dictionary.	Worksheet G2
3. Ask students to write the words that are found in their dictionaries when given clues as to page number, column and word number in that column.	Worksheet G3

ACTIVITY	MATERIALS/RESOURCES
TASK H: Student will find correct spelling in the dictionary.	
1. Teacher should explain to the students that the dictionary is where we find the correct spelling of words. Given a sample page out of a dictionary, the student should locate the word on that page, and tell the correct spelling -- given a choice of three spellings.	Worksheet H1
2. Given a choice of two spellings, the student should be able to locate a word in the dictionary and tell the correct spelling of that word based on the spelling in the dictionary.	Worksheet H2
TASK I: Student will identify guide words on a dictionary page.	
1. Teacher should explain that guide words will help us to know what will be on a page. The first guide word on a page will be the first word on that page. The other guide word will be that last word on that page. Given samples of dictionary pages, the student will successfully identify the guide words on that page.	Worksheet I1
TASK J: Student will use guide words from a dictionary page.	
1. Given a list of words and a list of guide words, the student will accurately match the word with the guide words for the pages where the word would be found.	Worksheet J1
2. Given a list of guide words followed by a list of 3-4 words, the student will accurately tell which word would not be found on the page with those guide words.	
3. On the board write a guide word pair from a classroom dictionary. Set a time limit and allow the students to list as many words as they can that they think would appear between those two guide words. (This can be done individually or as a group -- with points awarded if necessary).	
4. Given a list of words and a pair of guide words beside each word listed, the student should accurately mark the words that would be found under those guide word pairs.	Worksheet J4
TASK K: Student will accurately divide words into syllables.	
1. Teacher explains that knowing how to divide words into syllables helps with writing as well as pronunciation. Show how a dictionary entry indicates possible word divisions.	Worksheet K1
2. Given a list of words, the student will accurately tell how many syllables are in the words and where the spaces should be to show the syllables of each.	Worksheet K2

ACTIVITY	MATERIALS/RESOURCES
TASK L: Student will identify accented syllables.	
1. Teacher must explain that some syllables are said with more stress than others. Give students a list of words and ask them to say the words aloud to themselves to determine which syllable is said louder than the others. Instruct the children to circle the syllable that is said louder than others.	Worksheet L1
2. Given a list of two-syllable words, the student should accurately tell which syllable is accented.	Worksheet L2
TASK M: Student will accurately use pronunciation key.	
1. The pronunciation key shows the symbols that the dictionary uses to respell words. The teacher will have to explain what the pronunciation key is and why it is important. It should be pointed out that this key tells the sound that a symbol stands for by showing a common word with that sound. Given a pronunciation key, the student should accurately choose the word that matches the respelling from three choices.	Worksheet M1
2. Given a list of words and a list of pronunciations for those words, the student should accurately match the words with their correct pronunciation.	Worksheet M2
3. Given pronunciations of words, the student should accurately transcribe the word into its correct spelling.	Worksheet M3
TASK N: Student will accurately locate meanings of words in the dictionary.	
1. Teacher must explain that words often have more than one meaning. Show the students how one word might have several different meanings. Use an overhead projector if working with a group or just point out some examples from a dictionary if working with one student individually. Then discuss with the students how the dictionary can help you to find the definition that fits the word's meaning in a particular sentence. Given a dictionary entry word and its definitions, the student will accurately write the best definition for that word in a given sentence.	Worksheet N1
2. Given word meanings and pages in a dictionary, the student will accurately tell the word mentioned.	Worksheet N2
3. Given separate definitions of words, the student should accurately match the word's definition with the sentence that best goes with that definition.	Worksheet N3
TASK O: Student will accurately determine the parts of speech for any given word in the dictionary (using the dictionary to find the information).	
1. Teacher will have to explain the parts of speech to students (noun, adjective, adverb, verb). Each word has at least	Worksheet O1

ACTIVITY	MATERIALS/RESOURCES
TASK O: CONTINUED	
one part of speech or one way it can be used correctly in a sentence. Go over a few words in the dictionary with the students and then give them an assignment of finding the words that are nouns, etc., on a particular page out of a dictionary. Given a page out of the dictionary, the student will accurately tell which part(s) of speech the word is.	
TASK P: Student will locate synonyms in the dictionary.	
1. Teacher points out to the student(s) that a dictionary may show synonyms (words of similar meaning) by using one-word definitions or the abbreviation syn. A word may have more than one synonym. Given a dictionary entry, the student will identify synonyms for each word.	Worksheet P1
2. Explain to students that words have many different synonyms sometimes. Have students list as many words as are possible as synonyms for words such as: said (remarked, uttered, stated, answered, etc) After students have given as many synonyms as they can think of, have them use each synonym in a sentence which illustrates the slightly different context or connotation of each word.	
TASK Q: Student will locate word origins in the dictionary.	
1. Teacher will have to explain to the student(s) that many words have come into the English language from other languages. Shortened dictionary entries for words might be: F for French Sp for Spanish; Ital. for Italian; L for Latin, etc. Given practice and then words on a worksheet, the student will accurately locate word origins in the dictionary.	Worksheet Q1
TASK R: Student will accurately use superscript.	
1. Teacher must explain to the students that superscript numerals are numerals that appear immediately after and slightly above each word in a pair or series of separate entry words with the same spelling. These superscript numerals indicate that the words are not simply separate definitions of the same word, but are entirely different words, as in the case of seal and seal .	
TASK S: Student will accurately locate and tell the etymology of a word (slang, dialect, jargon, etc.).	
1. Teacher may need to point out that some words are derived from slang, jargon, or dialect. (You may have to define these words). Inform student(s) that we often use different words in writing or speaking for different occasions.	

ACTIVITY	MATERIALS/RESOURCES
TASK 5: CONTINUED	
Remind them that if they were giving a speech they would probably use more formal language than if they were at a party with a group of friends. For example, yeah is an informal way of saying yes. Write the following words on the board and ask student(s) to find each expression in the dictionary and to write a sentence using each word. a. know-it-all b. gab c. okay d. phony e. old-timer	

Worksheet B1

Putting Letters in Alphabetical Order

EXAMPLE:

Put these letters in alphabetical order.

K M D E   1. ________   8. ________   15. ________   22. ________
G H L F   2. ________   9. ________   16. ________   23. ________
X T W A   3. ________   10. ________   17. ________   24. ________
U S I J   4. ________   11. ________   18. ________   25. ________
B R C N   5. ________   12. ________   19. ________   26. ________
O Q P V   6. ________   13. ________   20. ________
Z Y   7. ________   14. ________   21. ________

Worksheet B2

Place the words below in alphabetical order according to the first letter of each word.

waffle
hammer
party
lumber
kept
ant
blossom
jewels
tear
quarter
carry
dear
monkey
yellow
zinc
safety
gizzard
forest
navy
rent
example
whistle
igloo
organ

1. __________   3. __________   5. __________   7. __________
2. __________   4. __________   6. __________   8. __________

etc.

Worksheet B3

Decide which word in each pair below should come first in alphabetical order. Circle the word that should come first.

1. candy party
2. wedding visit
3. come happy
4. busy jamboree
5. summer autumn
6. days weeks
7. yellow green
8. afford expense
9. protect defend
10. house apartment
11. car horse
12. top bottom
13. umbrella radius
14. polite question

Worksheet C1

Put Words in Alphabetical Order to the 2nd Letter

Put the following words in alphabetical order according to the first and second letters.

sound

glove

positive

atom

apple

dates

super

goat

paper

deliver

handy

lengthen

business

helper

ladies

Worksheet D1

Alphabetize the lists of words below, looking at the first, second, and third letters in each word. Number the words in each column according to which comes first, second, third, fourth, and fifth.

weather _____

women _____

wonder _____

winter _____

wait _____

saddle _____

sale _____

sail _____

soon _____

stuck _____

Worksheet E1

Tell Which Letter Comes Before the Letter Given

________ b
________ z
________ c
________ h
________ m
________ t
________ g
________ i
________ p
________ q
________ v
________ r
________ f
________ l
________ k
________ o
________ w
________ n
________ e
________ j
________ s
________ u
________ x
________ y
________ d
________ a

Worksheet F1

Tell Which Letter Comes After the Letter Given

b ________
z ________
g ________
f ________
e ________
d ________
c ________
p ________
k ________
s ________
i ________
l ________
h ________
m ________
t ________
r ________
v ________
w ________
y ________
x ________
u ________
n ________
a ________
q ________
z ________
j ________

Worksheet G1

Accurately Locating a Given Word in the Dictionary

Tell in which part of the dictionary the following words can be found. Place an "F" beside the words that would be found in the front part of the dictionary, an "M" next to the words that would be found in the middle of the dictionary, and an "E" next to the words that would be found at the end of the dictionary.

1. barber ______
2. librarian ______
3. pilot ______
4. handicap ______
5. journal ______
6. umbrella ______
7. deliver ______
8. grape ______
9. quiz ______
10. radio ______

Worksheet G2

Place the following cards in the correct pocket to show whether the word would be found in the front, middle, or end of the dictionary.

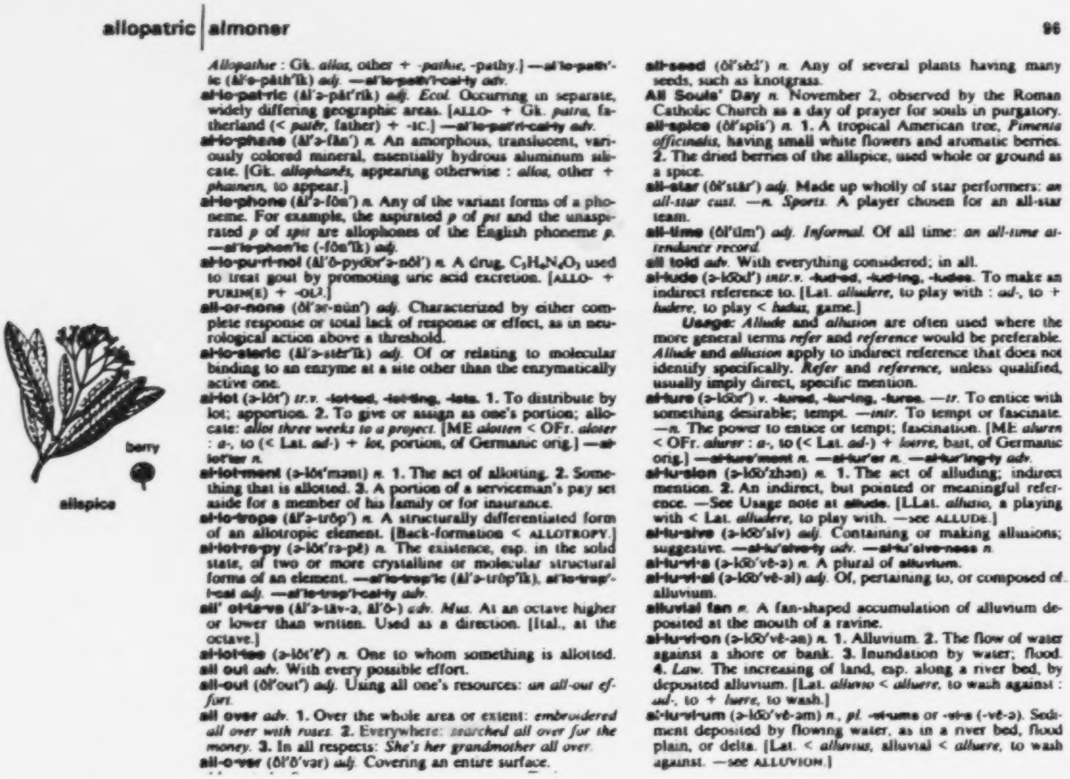
Worksheet G3

Write the word found in your dictionary when I give you the following information:

Page	Column	Word #	What's the Word?
76	2	4	
48	1	12	
119	1	7	
208	2	6	
17	1	3	

Worksheet H1

Finding the Correct Spelling in the Dictionary


berry
allspice

allopatric | almoner 96

Allopathie : Gk. *allos*, other + *-pathie*, -pathy.] —**al'lo·path'·ic** (ăl'ə-păth'ĭk) *adj.* —**al'lo·path'i·cal·ly** *adv.*

al·lo·pat·ric (ăl'ə-păt'rĭk) *adj. Ecol.* Occurring in separate, widely differing geographic areas. [ALLO- + Gk. *patra*, fatherland (< *patēr*, father) + -IC.] —**al'lo·pat'ri·cal·ly** *adv.*

al·lo·phane (ăl'ə-făn') *n.* An amorphous, translucent, variously colored mineral, essentially hydrous aluminum silicate. [Gk. *allophanēs*, appearing otherwise : *allos*, other + *phainein*, to appear.]

al·lo·phone (ăl'ə-fōn') *n.* Any of the variant forms of a phoneme. For example, the aspirated *p* of *pit* and the unaspirated *p* of *spit* are allophones of the English phoneme *p*. —**al'lo·phon'ic** (-fŏn'ĭk) *adj.*

al·lo·pu·ri·nol (ăl'ō-pyŏŏr'ə-nôl') *n.* A drug, $C_5H_4N_4O$, used to treat gout by promoting uric acid excretion. [ALLO- + PURIN(E) + -OL².]

all-or-none (ôl'ər-nŭn') *adj.* Characterized by either complete response or total lack of response or effect, as in neurological action above a threshold.

al·lo·ster·ic (ăl'ə-stĕr'ĭk) *adj.* Of or relating to molecular binding to an enzyme at a site other than the enzymatically active one.

al·lot (ə-lŏt') *tr.v.* **-lot·ted, -lot·ting, -lots.** 1. To distribute by lot; apportion. 2. To give or assign as one's portion; allocate: *allot three weeks to a project.* [ME *alotten* < OFr. *aloter* : *a-*, to (< Lat. *ad-*) + *lot*, portion, of Germanic orig.] —**al·lot'ter** *n.*

al·lot·ment (ə-lŏt'mənt) *n.* 1. The act of allotting. 2. Something that is allotted. 3. A portion of a serviceman's pay set aside for a member of his family or for insurance.

al·lo·trope (ăl'ə-trōp') *n.* A structurally differentiated form of an allotropic element. [Back-formation < ALLOTROPY.]

al·lot·ro·py (ə-lŏt'rə-pē) *n.* The existence, esp. in the solid state, of two or more crystalline or molecular structural forms of an element. —**al'lo·trop'ic** (ăl'ə-trŏp'ĭk), **al'lo·trop'i·cal** *adj.* —**al'lo·trop'i·cal·ly** *adv.*

all' ot·ta·va (ăl'ə-tä'və, ăl'ō-) *adv. Mus.* At an octave higher or lower than written. Used as a direction. [Ital., at the octave.]

al·lot·tee (ə-lŏt'ē') *n.* One to whom something is allotted.

all out *adv.* With every possible effort.

all-out (ôl'out') *adj.* Using all one's resources: *an all-out effort.*

all over *adv.* 1. Over the whole area or extent: *embroidered all over with roses.* 2. Everywhere: *searched all over for the money.* 3. In all respects: *She's her grandmother all over.*

all-o·ver (ôl'ō'vər) *adj.* Covering an entire surface.

all·seed (ôl'sēd') *n.* Any of several plants having many seeds, such as knotgrass.

All Souls' Day *n.* November 2, observed by the Roman Catholic Church as a day of prayer for souls in purgatory.

all·spice (ôl'spīs') *n.* 1. A tropical American tree, *Pimenta officinalis*, having small white flowers and aromatic berries. 2. The dried berries of the allspice, used whole or ground as a spice.

all-star (ôl'stär') *adj.* Made up wholly of star performers: *an all-star cast.* —*n. Sports.* A player chosen for an all-star team.

all-time (ôl'tīm') *adj. Informal.* Of all time: *an all-time attendance record.*

all told *adv.* With everything considered; in all.

al·lude (ə-lōōd') *intr.v.* **-lud·ed, -lud·ing, -ludes.** To make an indirect reference to. [Lat. *alludere*, to play with : *ad-*, to + *ludere*, to play < *ludus*, game.]

Usage: *Allude* and *allusion* are often used where the more general terms *refer* and *reference* would be preferable. *Allude* and *allusion* apply to indirect reference that does not identify specifically. *Refer* and *reference*, unless qualified, usually imply direct, specific mention.

al·lure (ə-lŏŏr') *v.* **-lured, -lur·ing, -lures.** —*tr.* To entice with something desirable; tempt. —*intr.* To tempt or fascinate. —*n.* The power to entice or tempt; fascination. [ME *aluren* < OFr. *alurer* : *a-*, to (< Lat. *ad-*) + *loerre*, bait, of Germanic orig.] —**al·lure'ment** *n.* —**al·lur'er** *n.* —**al·lur'ing·ly** *adv.*

al·lu·sion (ə-lōō'zhən) *n.* 1. The act of alluding; indirect mention. 2. An indirect, but pointed or meaningful reference. —See Usage note at **allude.** [LLat. *allusio*, a playing with < Lat. *alludere*, to play with. —see ALLUDE.]

al·lu·sive (ə-lōō'sĭv) *adj.* Containing or making allusions; suggestive. —**al·lu'sive·ly** *adv.* —**al·lu'sive·ness** *n.*

al·lu·vi·a (ə-lōō'vē-ə) *n.* A plural of **alluvium.**

al·lu·vi·al (ə-lōō'vē-əl) *adj.* Of, pertaining to, or composed of alluvium.

alluvial fan *n.* A fan-shaped accumulation of alluvium deposited at the mouth of a ravine.

al·lu·vi·on (ə-lōō'vē-ən) *n.* 1. Alluvium. 2. The flow of water against a shore or bank. 3. Inundation by water; flood. 4. *Law.* The increasing of land, esp. along a river bed, by deposited alluvium. [Lat. *alluvio* < *alluere*, to wash against : *ad-*, to + *luere*, to wash.]

al·lu·vi·um (ə-lōō'vē-əm) *n.*, *pl.* **-vi·ums** or **-vi·a** (-vē-ə). Sediment deposited by flowing water, as in a river bed, flood plain, or delta. [Lat. < *alluvius*, alluvial < *alluere*, to wash against. —see ALLUVION.]

Using the sample dictionary page above, decide which word below is the correct spelling for each entry word. Draw a circle around the correct spelling of each word.

1. alot allot
2. alout all out
3. allude alute
4. allusive allucive

Worksheet H2

Locate the following words in your dictionary and give the correct spelling for each. Circle the word that is spelled correctly below.

opinion	opinyon	dictator	diktater
physical	fisical	heaven	heven
month	munth	happiness	hapines
benethe	beneath	charity	sharity
radius	radeus	clothes	cloeths
material	matereal	thred	thread
scissors	sizzors	mend	meand
pattern	patern	button	butten
machine	machene	mistake	misstake

Worksheet I1

To express approval, esp. by clapping the hands. —*tr.* 1. To express approval of, esp. by clapping the hands. 2. To praise; approve: *applauded his decision to complete his degree.* [Lat. *applaudere* : *ad-*, to + *plaudere*, to clap.] —**ap·plaud'er** *n.*

ap·plause (ə-plôz') *n.* 1. Approval expressed esp. by the clapping of hands. 2. Praise; commendation: *a scientific discovery that won critical applause.* [Med. Lat. *applausus* < Lat., p.part. of *applaudere*, to applaud.]

ap·ple (ăp'əl) *n.* 1. a. A tree, *Pyrus malus*, of temperate regions, having fragrant pink or white flowers and edible fruit. b. The firm, rounded fruit of this tree or any of its varieties, having skin that is usually red but may be yellow or green. 2. a. Any of several trees or plants having fruit resembling the apple, as the custard apple. b. The fruit of any of these trees or plants. 3. The hard wood of an apple tree. [ME *appel* < OE *æppel*.]

apple green *n.* A moderate or vivid yellow green to light or strong yellowish green. —**ap'ple-green'** *adj.*

ap·ple·jack (ăp'əl-jăk') *n.* Brandy distilled from hard cider.

apple of Peru *n.* A plant, *Nicandra physalodes*, native to tropical America, having tubular blue or whitish flowers.

ap·ple-pol·ish (ăp'əl-pŏl'ĭsh) *intr.v.* **-ished, -ish·ing, -ish·es.** *Informal.* To seek favor by toadying. —**apple polisher** *n.*

ap·ple·sauce (ăp'əl-sôs') *n.* 1. Apples stewed to a pulp, sweetened, and sometimes spiced. 2. *Slang.* Foolishness; nonsense.

Ap·ple·ton layer (ăp'əl-tən) *n.* The F layer of the upper atmosphere. [After Sir Edward *Appleton* (1892–1965).]

ap·pli·ance (ə-plī'əns) *n.* A device or instrument, esp. one operated by electricity and designed for household use. [< APPLY.]

ap·pli·ca·ble (ăp'lĭ-kə-bəl, ə-plĭk'ə-) *adj.* Capable of being applied; appropriate. —**ap'pli·ca·bil'i·ty** *n.* —**ap'pli·ca·bly** *adv.*

ap·pli·cant (ăp'lĭ-kənt) *n.* A person who applies, as for a job. [Lat. *applicans*, pr.part. of *applicare*, to affix. —see APPLY.]

ap·pli·ca·tion (ăp'lĭ-kā'shən) *n.* 1. The act of applying. 2. Something that is applied, as a cosmetic or curative agent. 3. a. The act of putting something to a special use or purpose: *an application of a new method.* b. A specific use to which something is put: *the application of science to industry.* 4. The capacity of being usable; relevance: *Geometry has practical application.* 5. Close attention; diligence: *shows application to her work.* 6. a. A request, as for assistance, employment, or admission to a school. b. The form or document upon which such a request is made. [ME *applicacioun* < Med. Lat. *applicatio* < Lat. *applicare*, to affix. —see APPLY.]

ap·pli·ca·tive (ăp'lĭ-kā'tĭv, ə-plĭk'ə-) *adj.* 1. Characterized by actual application; applied. 2. Practical; applicatory. —**ap'pli·ca'tive·ly** *adv.*

ap·pli·ca·tor (ăp'lĭ-kā'tər) *n.* An instrument for applying something, such as medicine or glue.

ap·pli·ca·to·ry (ăp'lĭ-kə-tôr'ē, -tōr'ē, ə-plĭk'ə-) *adj.* Practical.

ap·plied (ə-plīd') *adj.* Put into practice or a particular use: *applied physics.*

ap·pli·qué (ăp'lĭ-kā') *n.* A decoration or ornament, as in needlework, made by cutting pieces of one material and applying them to the surface of another. —*adj.* Of or like appliqué. —*tr.v.* **-quéd, -qué·ing, -qués.** To decorate with appliqué. [Fr., p.part. of *appliquer*, to apply < Lat. *applicare*, to affix. —see APPLY.]

ap·ply (ə-plī') *v.* **-plied, -ply·ing, -plies.** —*tr.* 1. To bring into nearness or contact with something; put on, upon, or to: *applied glue sparingly to the paper.* 2. To put to or adapt for a special use: *applies all her money to her mortgage.* 3. To put into action: *applied the brakes.* 4. To devote (oneself or one's efforts) to something: *applied himself to his studies.* —*intr.* 1. To be pertinent or relevant: *a rule that does not apply to me.* 2. To request or seek assistance, employment, or admission: *will apply to college.* [ME *applien* < OFr. *aplier* < Lat. *applicare*, to affix : *ad-*, to + *plicare*, to fold together.]

designating for an office or position. 2. The office or position to which a person has been appointed. 3. An arrangement to do something or meet someone at a particular time and place. 4. **appointments.** Furnishings, fittings, or equipment. 5. *Law.* The act of directing the disposition of property by virtue of a power granted for this purpose.

ap·poin·tor (ə-poin'tər, ə-poin'tôr') *n.* *Law.* One who executes a power of appointment of property.

ap·por·tion (ə-pôr'shən, ə-pōr'-) *tr.v.* **-tioned, -tion·ing, -tions.** To divide and assign according to a plan or proportion; allot. [OFr. *apportioner* : *a-* (< Lat. *ad-*) + *portionner*, to divide into portions < *portion*, portion. —see PORTION.]

ap·por·tion·ment (ə-pôr'shən-mənt, ə-pōr'-) *n.* 1. a. The act of apportioning. b. The condition of being apportioned. 2. a. The proportional distribution of the number of members of the U.S. House of Representatives on the basis of the population of each state. b. The allotment of direct taxes on the basis of state population.

ap·pose (ă-pōz') *tr.v.* **-posed, -pos·ing, -pos·es.** To place (things) near to each other or side by side; juxtapose. [Back-formation < APPOSITION.]

ap·po·site (ăp'ə-zĭt) *adj.* Fitting; suitable; appropriate. [Lat. *appositus*, p.part. of *apponere*, to put near : *ad-*, to + *ponere*, to put.] —**ap'po·site·ly** *adv.* —**ap'po·site·ness** *n.*

ap·po·si·tion (ăp'ə-zĭsh'ən) *n.* 1. *Gram.* a. A construction in which a noun or noun phrase is placed with another as an explanatory equivalent, both having the same syntactic relation to the other elements in the sentence, as *Copley* and *the painter* in *The painter Copley was born in Boston.* b. The relationship between such nouns or noun phrases. 2. A placing side by side or next to each other. 3. *Biol.* The growth of successive layers of a cell wall. [ME *apposicioun* < Med. Lat. *appositio* < Lat. *apponere*, to put near. —see APPOSITE.] —**ap'po·si'tion·al** *adj.* —**ap'po·si'tion·al·ly** *adv.*

ap·pos·i·tive (ə-pŏz'ĭ-tĭv) *adj.* Of, concerning, or being in apposition. —*n.* A word or phrase that is in apposition. —**ap·pos'i·tive·ly** *adv.*

ap·prais·al (ə-prā'zəl) *n.* 1. The act of appraising. 2. An expert or official valuation of something, as for taxation.

ap·praise (ə-prāz') *tr.v.* **-praised, -prais·ing, -prais·es.** 1. To evaluate, esp. in an official capacity. 2. To estimate the quality, amount, size, and other features of; judge. [ME *appreisen*, alteration of *apprisen* < OFr. *aprisier* < LLat. *appretiare* : Lat. *ad-*, to + Lat. *pretium*, price.] —**ap·prais'a·ble** *adj.* —**ap·praise'ment** *n.* —**ap·prais'er** *n.*

ap·pre·cia·ble (ə-prē'shə-bəl) *adj.* Capable of being noticed, estimated, or measured; noticeable. —**ap·pre'cia·bly** *adv.*

ap·pre·ci·ate (ə-prē'shē-āt') *v.* **-at·ed, -at·ing, -ates.** —*tr.* 1. To recognize the quality, significance, or magnitude of; value: *appreciated their freedom.* 2. To be fully aware of or sensitive to; realize: *I appreciate your problems.* 3. To be thankful or show gratitude for: *really appreciate your help.* 4. To enjoy and understand critically or emotionally: *appreciates literature and music.* 5. To raise in value or price. —*intr.* To go up in value or price. [LLat. *appretiare*, *appretiat-*, to appraise.] —**ap·pre'ci·a'tor** *n.* —**ap·pre'cia·to'ry** (-shə-tôr'ē, -tōr'ē) *adj.*

Synonyms: *appreciate, value, prize, esteem, treasure, cherish.* These verbs express having a favorable opinion of someone or something. *Appreciate* applies especially to favor based on judgment and assessment. *Value* implies high regard for the importance of the object, while *prize* emphasizes its specialness. *Esteem* suggests respect of a formal sort; *treasure* and *cherish* suggest affectionate regard mixed with pride of possession.

appliqué
Floral design appliquéd to a quilted coverlet

ap·pre·ci·a·tion (ə-prē'shē-ā'shən) *n.* 1. Recognition of the quality, value, significance, or magnitude of people and things. 2. A judgment or opinion, esp. a favorable one. 3. An expression of gratitude. 4. Awareness or delicate perception, esp. of aesthetic qualities or values. 5. A rise in value or price.

ap·pre·cia·tive (ə-prē'shə-tĭv, -shē-ā'tĭv) *adj.* Capable of or showing appreciation. —**ap·pre'cia·tive·ly** *adv.*

ap·pre·hend (ăp'rĭ-hĕnd') *v.* **-hend·ed, -hend·ing, -hends.** —*tr.* 1. To take into custody; arrest: *apprehended the murderer.* 2. To grasp mentally; understand. 3. To look forward to fearfully; anticipate with anxiety. —*intr.* To understand. [ME *apprehenden* < Lat. *apprehendere*, to seize : *ad-*, to + *prehendere*, to grasp.]

Synonyms: *apprehend, comprehend, grasp, understand.* These verbs refer to varying degrees of mental perception. *Apprehend* is often limited to perception and does not imply full understanding. *Comprehend* stresses attainment of full understanding. *Grasp* suggests seizing an idea firmly. *Understand*, nearer in meaning to *comprehend*, can also suggest sympathy, compassion, or insight: *My parents don't understand me.*

ap·pre·hen·si·ble (ăp'rĭ-hĕn'sə-bəl) *adj.* Capable of being apprehended or understood. —**ap'pre·hen'si·bly** *adv.*

ap·pre·hen·sion (ăp'rĭ-hĕn'shən) *n.* 1. A fearful or uneasy anticipation of the future; dread. 2. The act of seizing or capturing; arrest. 3. The ability to apprehend or understand; understanding. [LLat. *apprehensio*, understanding < *apprehendere*, to seize. —see APPREHEND.]

Synonyms: *apprehension, foreboding, presentiment, misgiving.* These nouns denote concern for something that

What are the guide words on this

page? ______________________

and ______________________

What is the last word on this page?

____

What is the first word on this page?

____

Worksheet J1

Using Guide Words from a Dictionary Page

Match the word with the guide word pairs for the page where the word might be found.

a. neat ______ 1. hurry - janitor

b. want ______ 2. meat - member

c. helpful ______ 3. vengeance - weather

d. ignore ______ 4. mental - neighbor

e. medical ______ 5. car - danger

f. cattle ______ 6. hearing - hired

Worksheet J2

Circle the word which would not be found on the page with the following guide word pairs.

EAST - END	KEEN - KISS	WALLET - WINDOW
eat	kin	wanted
ever	kelp	winter
elf	king	weld
egg	kite	wind

Worksheet J4

Make an X next to the word which would be found on the page with the guide words next to it. Write an A if the word would come after the guide words given and make a B if the word would come before the guide word pairs.

a. ______ went want - write

b. ______ felt feed - fond

c. ______ nose nail - noise

d. ______ beam bean - bun

e. ______ rail real - road

Worksheet K1

Dividing Words into Syllables Accurately

ter.rain

ter.ra

ter.ra.pin

ter.ti.ar.y

tes.sel.late

test

Worksheet K2

Column A is divided into syllables. Decide how many syllables each word has and write the correct number beside the word. Column B is not divided into syllables. Decide how many syllables each word has and write the correct number beside the word.

COLUMN A	COLUMN B
_____ a. harsh	_____ feather ____________________
_____ b. hate ful	_____ confusion ____________________
_____ c. phys i cal	_____ under ____________________
_____ d. en ter tain ment	_____ happiness ____________________
_____ e. po sy	_____ heart ____________________

Now separate the words in Column B into syllables on the lines next to the words.

Worksheet L1

Look over the following words. Say the words aloud to yourself and determine the syllable that is stressed or emphasized. Circle that syllable that is stressed in each.

1. April
2. candy
3. decide
4. mistake
5. activity
6. embargo
7. import
8. operator
9. balloon
10. analysis

Worksheet L2

The following words have two syllables. Put each word which has the stress on the first syllable under Column 1 and the words which have stress on the second syllable under Column 2.

candy
extreme
fashion
weather
teacher
report
railroad
pattern
before
decide
sewing
satin

COLUMN 1	COLUMN 2

etc.

Worksheet M1

Accurately choose the word that matches the respelling from the three choices on the right. (Use the dictionary key below.)

DICTIONARY KEY

a	cap	i	hit	oi	soil
a	ape	i	mice	ou	out
a	car	o	hot	u	bus
e	set	o	so	u	full
e	be	o	or	u	rule
e	her				

ə stands for the sound of a in along, e in open, i in tulip, o in dragon, u, in syrup.

1.	(gro)	gray	grew	grow
2.	(brij)	brick	bridge	bride
3.	(pak)	pack	park	pick
4.	(ne)	neat	knee	near
5.	(gol)	go	goal	gold
6.	(du)	dud	dew	dune

Worksheet M2

Match the words with their correct pronunciation.

1. boy ______
2. tone ______
3. solve ______
4. island ______
5. immune ______
6. mosquito ___ ___

a. mə ske' to
b. solv
c. i myun'
d. i' lənd
e. boi
f. ton

Worksheet M3

The following are pronunciations for six words. Transcribe the following pronunciations by writing the correct spelling out to the side of each.

1. ad mit' ______________________
2. mes' ən j r ______________________
3. kar tun' ______________________
4. in k rekt' ______________________
5. al' fə bet ______________________
6. siz' ərz ______________________

Worksheet N1

Rest (rest), noun, plural rests 1. sleep. 2. a pause in working. 3. lack of motion. 4. a pause in music. 5. part that is left.

______ a. Tom put the rest of the cake in the refrigerator.

______ b. Last night, Nancy's rest was troubled by bad dreams.

______ c. The builders took a ten minute rest.

______ d. The rolling ball did not come to rest until it hit the fence.

______ e. A rest is as important as a note.

Worksheet N2

Supply the name of each item on the blank following each description.

Page	Clue	Word
14	tightly fastened in place	
10	under something	
476	large sturdy box	
96	small room that goes up and down	

Worksheet N3

Teacher writes out the definitions of the words used in the sentences. Each definition is on a separate piece of paper. The student must match the meaning with the correct sentence.

I am giving you some sentences. You are to match the correct definition with the sentence as I have written it.

1. He is a major in the army.
2. That symphony is written in a major key.
3. We have finished the major part of the job.

Worksheet P1

Locating Synonyms in the Dictionary

gath er (gaTH'ər), 1 bring into one place; collect: She gathered her books and papers and started to school. 2 come together; assemble: A crowd

gath er ing (gaTH'ər ing), 1 a group of people met together; meeting; assembly: We had a large family gathering at our house on Thanksgiving Day. 2 swelling that comes to a head and forms pus. n.

gauche (gōsh), awkward; clumsy, adj.

glass y (glas'ē), 1 like glass; smooth; easily seen through. 2 having a fixed, stupid stare: The dazed man's eyes were glassy. adj. **glass i er, glass i est.**

glee ful (glē'fəl), filled with glee; merry and gay; joyous. adj. --glee'ful ly, adv.

glide (glīd), 1 move along smoothly, evenly, and easily: Birds, ships, dancers, and skaters glide. 2 a smooth, even, easy movement

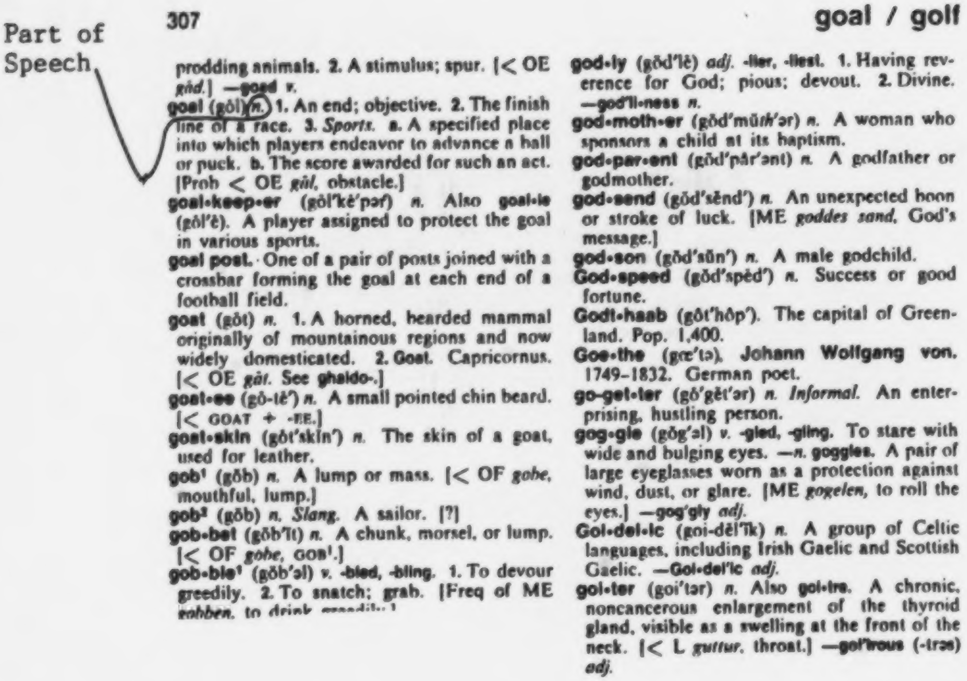
glimpse (glimps), 1 a short, quick view: I caught a glimpse of the falls as our train went by. 2 catch a short, quick view of: I glimpsed the falls as our train went by. 3 look quickly; glance

glob (glob), a shapeless mass; blob. n.

Give synonyms for the eight words on the entry page above.

WORD	SYNONYM
1. ____________	1. ____________
2. ____________	2. ____________
3. ____________	3. ____________
4. ____________	4. ____________
5. ____________	5. ____________
6. ____________	6. ____________
7. ____________	7. ____________
8. ____________	8. ____________

Worksheet 01



Part of Speech

307 **goal / golf**

prodding animals. **2.** A stimulus; spur. [< OE *gād.*] —**goad** *v.*

goal (gōl) *n.* **1.** An end; objective. **2.** The finish line of a race. **3.** *Sports.* **a.** A specified place into which players endeavor to advance a ball or puck. **b.** The score awarded for such an act. [Prob < OE *gǣl,* obstacle.]

goal•keep•er (gōl′kē′pər) *n.* Also **goal•ie** (gō′lē). A player assigned to protect the goal in various sports.

goal post. One of a pair of posts joined with a crossbar forming the goal at each end of a football field.

goat (gōt) *n.* **1.** A horned, bearded mammal originally of mountainous regions and now widely domesticated. **2. Goat.** Capricornus. [< OE *gāt.* See **ghaido-**.]

goat•ee (gō-tē′) *n.* A small pointed chin beard. [< GOAT + -EE.]

goat•skin (gōt′skĭn′) *n.* The skin of a goat, used for leather.

gob[1] (gŏb) *n.* A lump or mass. [< OF *gobe,* mouthful, lump.]

gob[2] (gŏb) *n.* *Slang.* A sailor. [?]

gob•bet (gŏb′ĭt) *n.* A chunk, morsel, or lump. [< OF *gobe,* GOB[1].]

gob•ble[1] (gŏb′əl) *v.* **-bled, -bling.** **1.** To devour greedily. **2.** To snatch; grab. [Freq of ME *gobben,* to drink

god•ly (gŏd′lē) *adj.* **-li•er, -li•est.** **1.** Having reverence for God; pious; devout. **2.** Divine. —**god′li•ness** *n.*

god•moth•er (gŏd′mŭth′ər) *n.* A woman who sponsors a child at its baptism.

god•par•ent (gŏd′pâr′ənt) *n.* A godfather or godmother.

god•send (gŏd′sĕnd′) *n.* An unexpected boon or stroke of luck. [ME *goddes sand,* God's message.]

god•son (gŏd′sŭn′) *n.* A male godchild.

God•speed (gŏd′spēd′) *n.* Success or good fortune.

Godt•haab (gôt′hôp′). The capital of Greenland. Pop. 1,400.

Goe•the (gœ′tə), **Johann Wolfgang von.** 1749–1832. German poet.

go-get•ter (gō′gĕt′ər) *n.* *Informal.* An enterprising, hustling person.

gog•gle (gŏg′əl) *v.* **-gled, -gling.** To stare with wide and bulging eyes. —*n.* **goggles.** A pair of large eyeglasses worn as a protection against wind, dust, or glare. [ME *gogelen,* to roll the eyes.] —**gog′gly** *adj.*

Goi•del•ic (goi-dĕl′ĭk) *n.* A group of Celtic languages, including Irish Gaelic and Scottish Gaelic. —**Goi•del′ic** *adj.*

goi•ter (goi′tər) *n.* Also **goi•tre.** A chronic, noncancerous enlargement of the thyroid gland, visible as a swelling at the front of the neck. [< L *guttur,* throat.] —**goi′trous** (-trəs) *adj.*

The following words are nouns:

____

____

____

____

The following words are adjectives:

____

____

____

____

The following words are verbs:

____

____

____

____

The following words are adverbs:

____

____

____

____

Worksheet Q1

Locating Word Origins in the Dictionary

Below each entry word, circle the letter of the language of the word's origin.

par fait (par fa'), n. a rich ice cream containing swirls of whipped cream. (F. parfait)

a. Spanish   b. Italian   c. French

um brel la (um brel'ə), n. a light folding frame covered with cloth, used as protection against rain or sun. (Ital. ombrealla)

a. Spanish   b. Italian   c. French

pres to (pres' to), adj. quick. (Ital. presto)

a. Spanish   b. Italian   c. French

etc.

ACCESS SKILL

STUDENT WILL APPLY BASIC MEASUREMENT CONCEPTS

NAME:

DATE COMPLETED	DATE RECHECKED	TASK ANALYSIS STEPS	TEACHER COMMENTS
		A. Student will become familiar with the meaning of the word "measure".	
		B. Student will identify tools of measurement.	
		C. Student will identify appropriate tools to use to measure a specific object.	
		D. Student will use tools of measurement appropriately.	
		E. Student will accurately associate measurement name with symbol and vice versa.	
		F. Student will accurately compute equivalent units of measure.	
		G. Student will accurately determine the ratio of cups, pints, quarts, and gallons as well as pounds and ounces.	

ACCESS SKILL: APPLY BASIC MEASUREMENT CONCEPTS

TASK ANALYSIS STEPS: A-G

ACTIVITY	MATERIALS/RESOURCES
TASK A: Student will become familiar with the meaning of the word "measure".	
1. Introduce the unit to the students by asking one to define the word "measure". Explain to the students that the term "measure" means the act or process of finding the size, weight, height, temperature, or length on an object. Ask the students to think of things they measure and why. Some may come up with their weight, their height, their shirt size, etc. Others might be thinking of the area of a room to be carpeted or the depth of a hole for planting a seed, etc. Still others may suggest measuring in order to locate the spot to sew on a button or where to put a hem in a dress.	
2. Write the word MEASURE on the board and ask the students to break into groups. Ask the groups to decide how many words can be made from the word measure. (Such as: me, as, sure, muse, smear, etc.) Require the students to learn to spell the word measure and to write it in a sentence. Allow them to discuss freely what they have measured and why.	Chalkboard, chalk
TASK B: Student will identify tools of measurement.	
1. Brainstorm with the students to recall any tools of measurement they have used. Write each tool on the board and talk briefly about each as you write it--discussing its uses. Be sure to include the following in your discussion: ruler, yardstick, scales, thermometer, tape measure, gauges, etc.	Chalkboard, chalk
2. Show the students pictures of each of the tools and ask them to match each tool with its proper name (Worksheet B2).	Worksheet B2 Pictures of tools of measurement
3. Add pictures of other tools and determine if the students can select which are tools for measurement.	Pictures of tools of measurement and other tools
4. After discussing various tools used for measurement with students, ask why they think we bother to measure things and how it got started. Show the filmstrip "The History of Measurement and Length" if it is available in your school's math resource materials.	"The History of Measurement and Length"
TASK C: Student will identify appropriate tools used to measure various objects.	
1. Discuss with the students why we use specific tools to measure various objects and introduce the topic by showing the students tools (yardstick, ruler, tape measure, bathroom scales, etc.) and asking them if they have ever used these tools.	Tape measure, yardstick, ruler, thermometer, scale
2. Give each student or pair of students a tool of measurement Allow them ten minutes to think about how the tool might be used. Ask the students to list the number of items they can think of that might be measured with that tool. Count only the accurate items to be measured and award a prize for the pair or person who came up with the most items.	Tape measure, ruler, yardstick, scale, thermometer, paper, pencil

ACTIVITY	MATERIALS/RESOURCES
TASK C: CONTINUED	
3. Give each student a list of items which could be measured with one or more of the tools and have the students list under the item which tools would be used best or most often	Worksheet C3
TASK D: Student will use tools of measurement appropriately.	
1. In a discussion inform students that they will learn how to use all of the tools of measurement without assistance and accurately over the next few day (or weeks). This could easily be accomplished by setting up learning stations around the classroom so the students may have hands-on experience with each of the measurement tools. Place each of the tools in a particular area of the room with various items to be measured and answer sheets for the students to put their measurements on. At each learning station, place items such as the following: Tape Measure Station: Tape measure, book, key, bulletin board, car jack, hammer, flower pot, pattern piece, cereal box, etc. The same items could be placed at each station with possible slight variation to suit the tool to be used and allow students to compare the lengths, sizes, temperatures, etc. at a later time. In addition, stations with various pictures of thermometers (Worksheet D1) or actual thermometers to gauge the temperature of various parts of the room (at varying heights and distances from the center of the room) may be set up. Make learning stations to accomodate the tools you wish the students to learn to use. Students could work in pairs or alone until all areas of the stations have been checked out.	Worksheet D1 Yardstick, ruler, thermometer, scales, tape measure, pint, quart, gallon, cup, book, key, hammer, bulletin board, flower pot, cereal box, car jack, pattern piece, etc.
2. To reteach, enrich or provide extra practice use worksheets similar to Worksheets D2a-D2j in reading and measuring with rulers. This could be adapted by using the pictures of measurement tools on Worksheet B2 and using the same or similar information to reteach or enrich the skills the students have learned at each learning station.	Worksheets D2a-D2j Worksheet B2
3. List each student's name on a sheet of paper. Have each student write his/her height on the paper. Then ask various students to measure another student to see if they actually knew their measurement.	List of students Rulers, yardsticks
4. Using various scales, measure objects such as persons' weight, the weight of 25 nails, the weight of a piece of chalk, etc. This will require at least two types of scales which might be obtained from the science or math department.	Various scales
5. Using a wall thermometer, a digital thermometer and an oral thermometer, require each student to find the temperature in degrees Farenheit and Centigrade for the following: an ice cube, their body temperature, the temperature outdoors after five minutes, the temperature on the floor after five minutes, and the temperature four feet from the ceiling after five minutes. These measurements will vary from day to day and student to student so this exercise should be done in pairs on the same day for accuracy in grading the temperatures.	Farenheit and Centigrade thermometers, digital, oral, and wall thermometer

ACTIVITY	MATERIALS/RESOURCES
TASK D: CONTINUED	
6. Give each student (if possible) an object such as a quart jar, a pint jar, a cup, or a gallon jug. Have the students measure to see how many cups make a pint, a quart, and a gallon. Then have the students measure various objects with these containers (such as flour, sugar, water, juice, jello, etc.). Have the students complete their own charts as to how many of one measure it takes to fill the other larger container such as in Worksheet D6.	Liquid measures Worksheet D6
7. Ask the students to measure in small amounts, such as 1/2 cup, 1/4 cup, and 1/8 cup of various contents (water, soil, sand, paint, etc.). If the students work in pairs they will be able to check each other. Be sure to check the students for accuracy so they are not mistakenly measuring by not leveling the top of the ingredients to be measured.	Water, soil, sand, paint, etc. and cups
8. Give each student a gauge of some sort (a tire gauge, a picture of a gasoline gauge in a car, a battery gauge, etc.) and demonstrate how to read these gauges one by one. Ask the students where they might find more gauges and if they have access to any. (If there is a family car, they have access to some.) Use Worksheet D8 for practice.	Worksheet D8
TASK E: Student will accurately associate measurement name with symbol and vice versa.	
1. Point out to students that many times instead of writing out a word for a unit of measurement, we often use symbols or abbreviations (like abbreviating the months of the year, etc.) and that it is important to know both the symbol and the word for which it stands. Write a few examples on the board and see how may students actually know the symbols for the words. For example: Write pt. amd ask if anyone knows what that stands for. If no one answers, write the word "pint" out to the side and leave it on the board. Tell the students that is the symbol for the word pint. Use examples for words such as inch, foot, yard, quart, pint, mile, gallon, ounce, pound, degrees Farenheit. Then provide the students with a worksheet in which they can match the symbol with the word as on Worksheets E1a and E1b.	Worksheets E1a, E1b
TASK F: Student will accurately compute equivalent units of measure.	
1. Show the students lines of varying lengths (inch, foot, yard) and ask them to label each correctly. Check to make sure each student can accurately identify the correct unit for each.	Chalkboard, chalk
2. Ask the students if they know the number of feet in one yard. If they know, ask them to demonstrate to you. If they do not know, demonstrate to them that three feet (or three rulers) make up one yard.	Ruler, yardstick
3. Ask the students to identify the number of inches in a foot and a yard. If the students cannot accurately identify the number of inches, once again, using a ruler and a yardstick, demonstrate to the students the number of inches in that unit of measurement. Have the students then make a chart of the number of feet in a yard (from F2 above) and the number of inches in a foot.	Yardstick, ruler

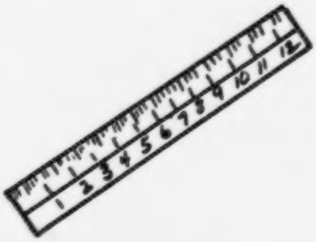
ACTIVITY	MATERIALS/RESOURCES
TASK F: CONTINUED	
4. Ask the students to figure the accurate number of feet when given various measurements such as: How many feet are in 7 yards 8 inches? (21 3/4 feet.) Give the student enough problems of this type until you are sure he/she can accurately find the measurement without assistance.	
5. Give the students a list of measurements in yards and ask them to convert each into inches and feet. For example: 3 yards = 9 feet = 108 inches.	
6. Give the students a list of inches and ask them to convert each into the accurate number of feet and yards. For example: 72 inches = 6 feet = 2 yards.	
TASK G: Student will accurately determine the ratio of cups, pints, quarts, and gallons as well as pounds and ounces.	
1. Introduce this lesson to the students by showing various tools needed for this type of measurement (cup, pint, quart, gallon, ounce and pound weights and a scale). Have the students verbally identify each of the tools of measurement.	Cup, pint jar, quart, gallon, ounce and pound weights, and a scale
2. Fill a cup with water and ask how much water is in the container. Then ask the students to fill the cup to various levels (1/2, 1/4, 3/4, 1/8, 1/3, etc.). Use water and then use dry ingredients also to make sure they understand that the item in the cup must be level in order to be measuring accurately.	Cups, water, flour, or some other dry ingredients
3. Give the students the measuring cups with varying amounts of contents and have them accurately measure each and place in order of smallest to largest.	Measuring cups with ingredients
4. Have the students prepare a bowl of jello. Require the students to measure the water as directed on the box and stir the contents. Check the students for accuracy.	Jello, water, bowl, spoon, refrigerator
5. Refer back to Worksheet D6 and refresh the students' memory of the relationship of cups to pints, pints to quarts, and quarts to gallons. Then using the various jars, have the students actually pour water, rice or other ingredient back and forth to determine the number of cups in a pint, pints in a quart, etc.	Worksheet D6 Water, rice, jars, cups
6. On the chalkboard or overhead, demonstrate to the students how they can convert pints to quarts, etc. For example: Ask the students how many quarts would be in 6 gallons, how many quarts in 10 gallons, how many pints in 4 gallons, etc.	Chalkboard and chalk or overhead projector
7. Using a balance (scale) place an ounce weight on one side and a pound weight on the other side. Ask the students if they know how many weights in ounces we would need to add to the ounce side to make it balance. Keep adding weights until it balances to show the students that 16 oz. = 1 lb.	
8. Give the students an opportunity to convert ounces into pounds by giving them a worksheet with various weights on it and asking them to convert. For example: 8 oz. = ______ lb. (1/2) 4 oz. = ______ lb. (1/4) 24 oz. = ______ lb (1 1/2)	

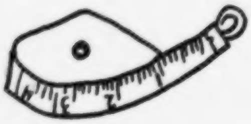
Worksheet B2

Identification of Tools

Match the correct name with the correct tool for measurement.

Thermometer
Scale
Cup
Ruler
Tape Measure
Balance
Gauge


1 2 3 4 5 6 7 8 9 10 11 12



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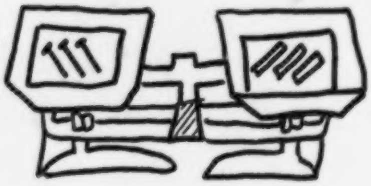

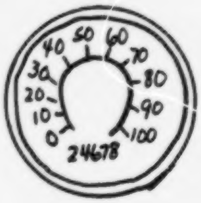
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24678

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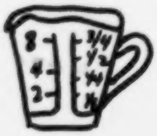

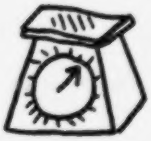

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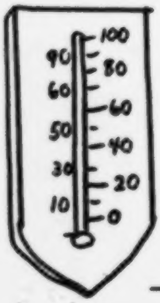
100
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80
60
60
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40
30
20
10
0

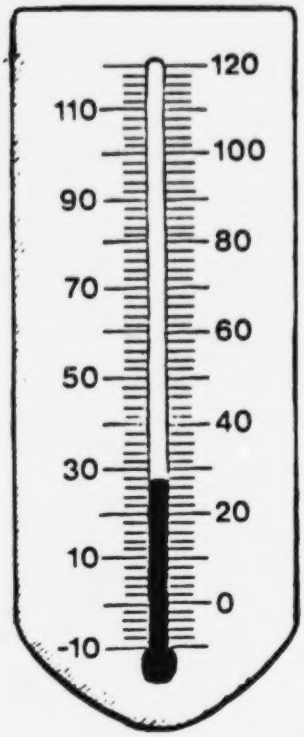
____

Worksheet C3

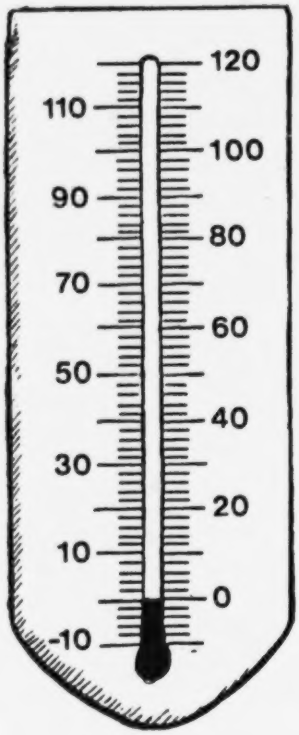
Direction: I have listed below several items which could be measured with one or more of the tools we have studied. Under each item, write the tool or tools which could be best used to measure that item.

1. Temperature of a room
2. Oven temperature
3. The mass of a cup of coffee
4. The length of a nail
5. The diameter of a circle
6. The height of a door
7. The perimeter of a basketball court
8. The distance between bases on a baseball diamond
9. Someone's waist measurement
10. Amount of water in a thermos

Worksheet D1


120
110
100
90
80
70
60
50
40
30
20
10
0
-10

This temperature is:


120
110
100
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40
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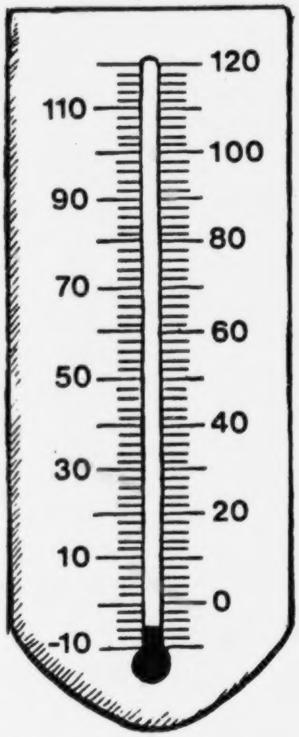
This temperature is:


120
110
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80
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60
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40
30
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0
-10

This temperature is:

Worksheet D2a

Reading and Measuring With Rulers

After you study this lesson, you should be able to:

1. Identify tools and materials used in reading and measuring with rulers.
2. Read the ruler in whole numbers
3. Read fractions of an inch on a given ruler.
4. Measure objects with a ruler.
5. Draw lines and objects to length using a ruler.

Show What You Can Do.

Check the statement that fits you best.

1. ☐ **I can do all the tasks above and want my instructor to give me the Practical Exercise.**

SEE YOUR INSTRUCTOR

2. ☐ **I want to study the information in this unit before I do the Practical Exercise.**

TURN THE PAGE AND BEGIN

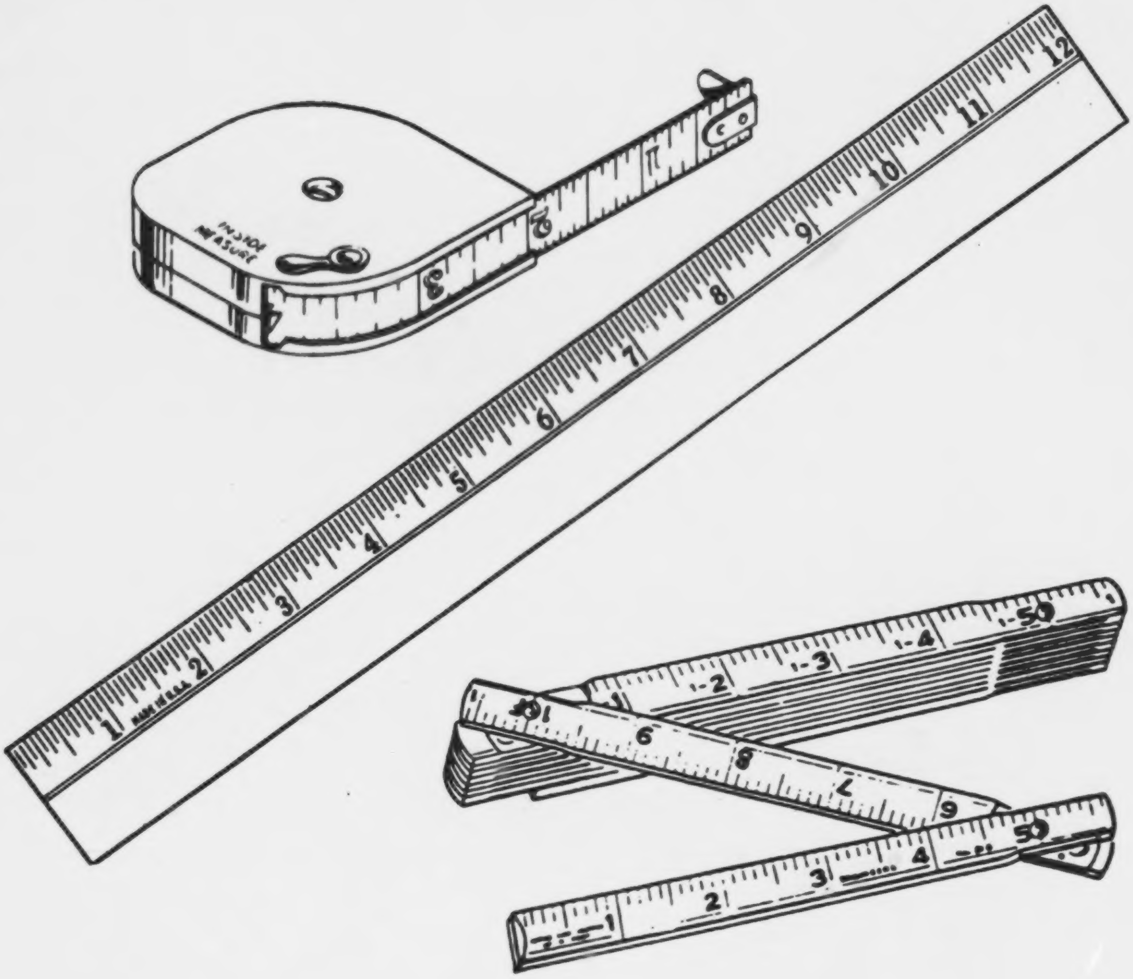
Worksheets D2a-j are reprinted from Instructional Material Laboratory publication SN-10-S, University of Missouri-Columbia.

Worksheet D2b

Reading and Measuring With Rulers

Introduction

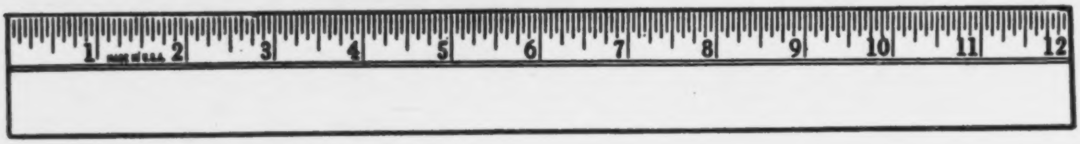
The ruler is the most important of all hand tools. Without the use of the ruler it would be difficult to build anything accurately.


INSIDE MEASURE
1
2
3
4
5
6
7
8
9
10
11
12

In this unit you will study how to use different types of rulers and how to read them.

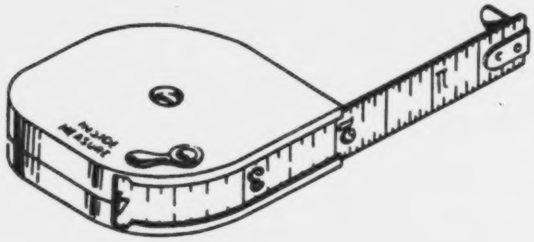
A. Tools, Materials and Equipment for Reading and Measuring With Rulers.

1. **12" RULER (GRADUATIONS IN 1/16"):** Used to measure materials and complete assignments.

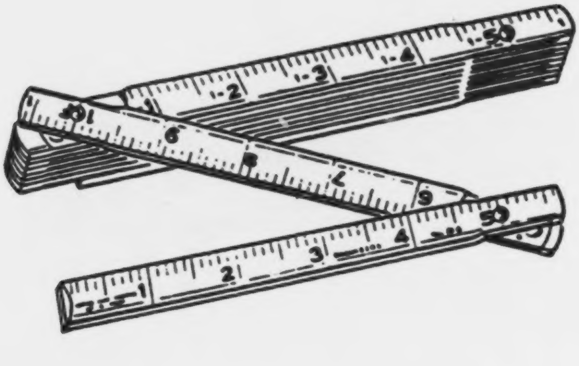


2. **PENCIL AND PAPER:**

3. **TAPE RULE:** Used to measure objects and lumber.

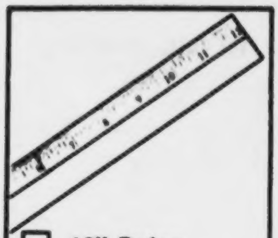


4. **FOLDING RULE:** Used to measure objects and lumber.



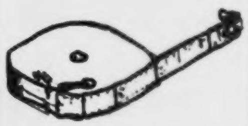
Worksheet D2d

1. Find and Check Off the following:

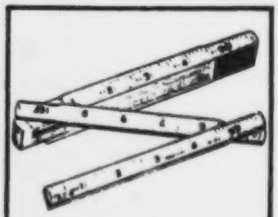


☐ 12" Ruler

☐ Pencil and Paper

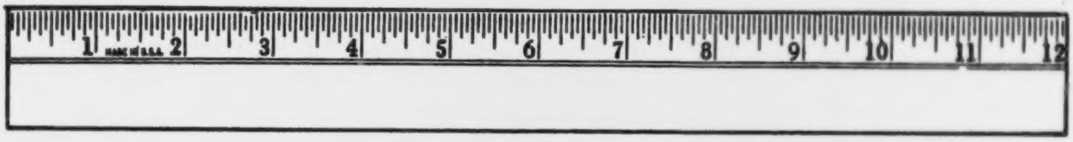


☐ Tape Rule



☐ Folding Rule

2. Secure a 12" ruler from your instructor.


1
MADE IN U.S.A.
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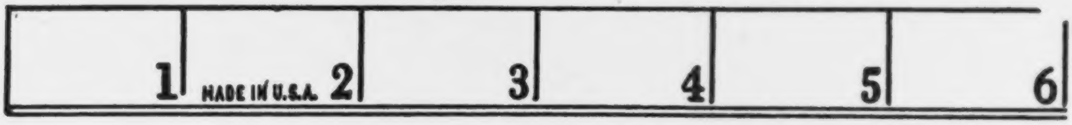
10
11
12

3. Using the following illustration, study the divisions of the ruler and practice reading whole units.


1
MADE IN U.S.A.
2
3
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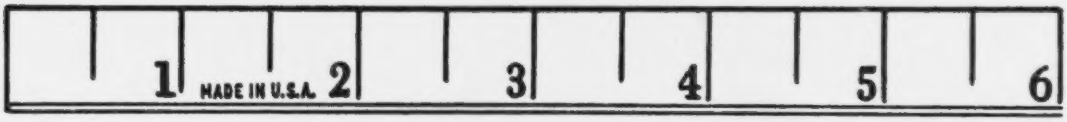
6

Each unit is one inch.

4. Using the following illustration, study the divisions of the ruler and practice reading half units.


1
MADE IN U.S.A.
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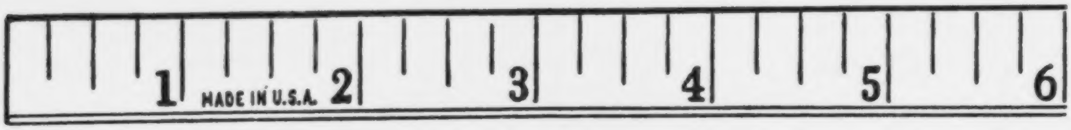
6

Each unit is one-half inch.

5. Using the following illustration, study the divisions of the ruler and practice reading quarter units.


1
MADE IN U.S.A.
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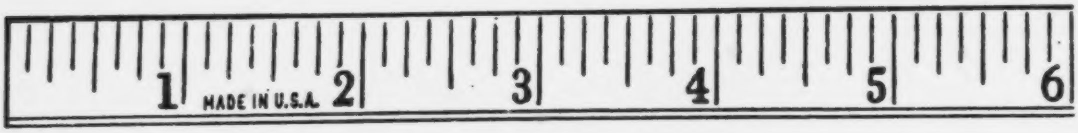
6

Each unit is one-quarter inch.

6. Using the following illustration, study the divisions of the ruler and practice reading eighth units.


1
MADE IN U.S.A.
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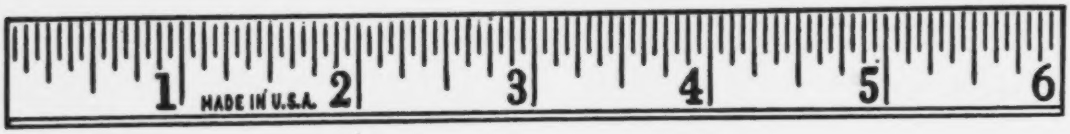
6

Each unit is one-eighth inch.

7. Using the following illustration, study the divisions of the ruler and practice reading sixteenth units.


1
MADE IN U.S.A.
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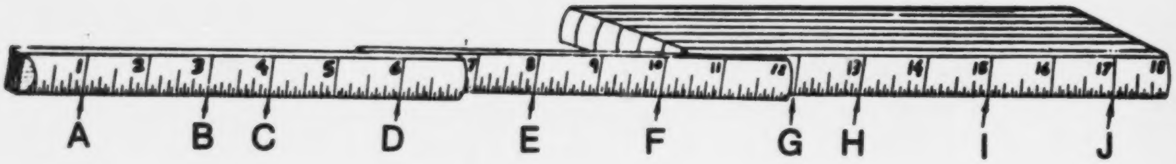
5
6

Each unit is one-sixteenth inch.

C. Reading Whole Numbers on the Folding Ruler.

1. Using the following illustration determine the distance in inches for the given letters in the drawing.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10
11
12
13
14
15
16
17
18
A
B
C
D
E
F
G
H
I
J

A =____

B =____

C =____

D =____

E =____

F =____

G =____

H =____

I =____

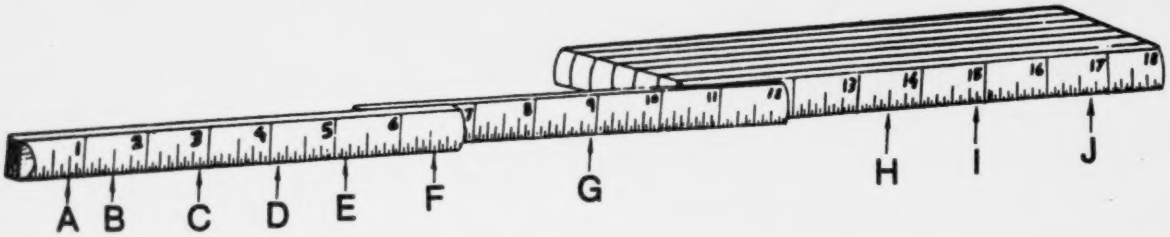
J =____

Worksheet D2g

D. Reading Fractions on the Folding Ruler

1. Using the following illustrations determine the distance in fractions for the given letters in the drawing.

NOTE!
12" is equal to one foot.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10
11
12
13
14
15
16
17
18
A
B
C
D
E
F
G
H
I
J

A =____

B =____

C =____

D =____

E =____

F =____

G =____

H =____

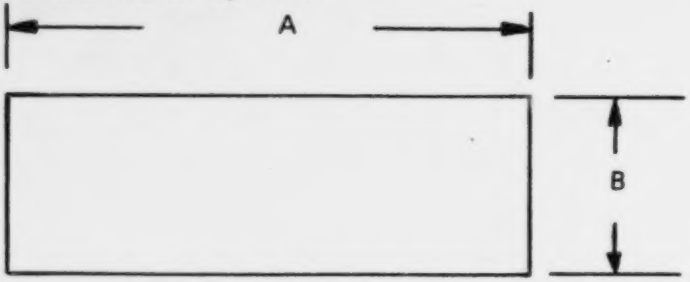
I =____

J =____

Worksheet D2h

E. Measuring Objects Using a Rule With 1/16" Graduations. Measure the correct lengths and heights below and write your answer in the blank space.

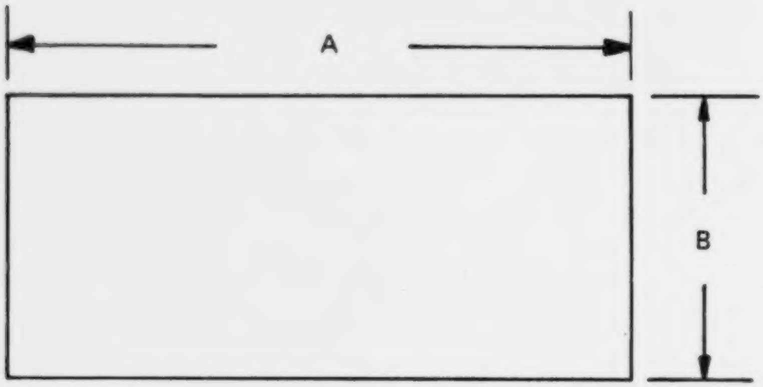
1.



A. Length_______________

B. Height_______________

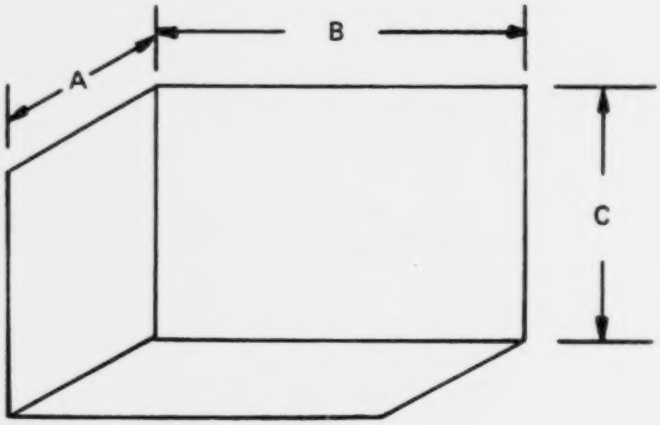
2.



A. Length_______________

B. Height_______________

3.



A. Width_______________

B. Length_______________

C. Height_______________

Worksheet D2i

F. Drawing Lines With a Ruler.

1. Using a rule with 1/16" graduations, mark the correct line length on the lines below.

a. 3 3/4 inches

b. 2 1/16 inches

c. 1 1/4 inches

d. 3 10/16 inches

e. 2 1/2 inches

f. 2 5/8 inches

Worksheet D2j

Unit 4

Reading and Measuring With Rulers

Tools and Materials Identification Exercise

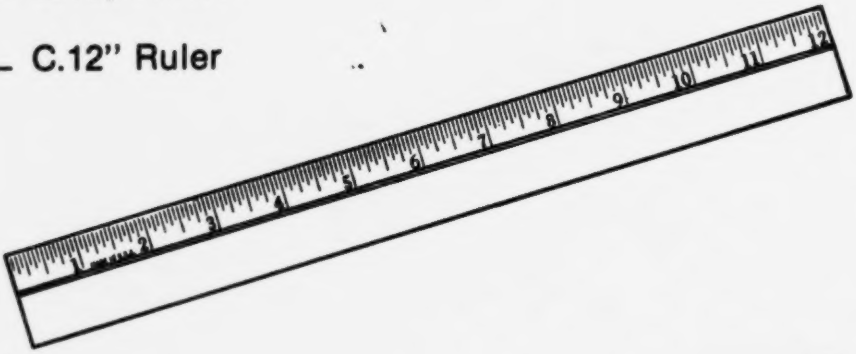
Student's Name:____

Match each object with its correct name.

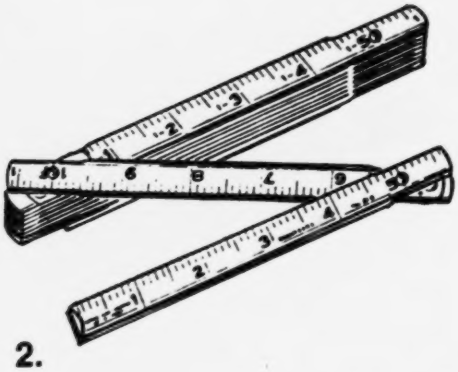
____ A.Folding Rule

____ B.Tape Rule

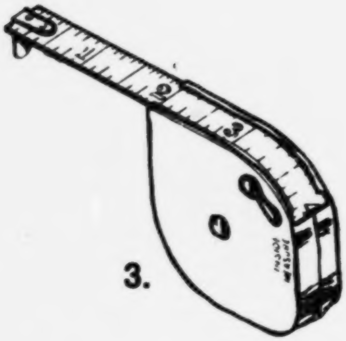
____ C.12" Ruler



1.

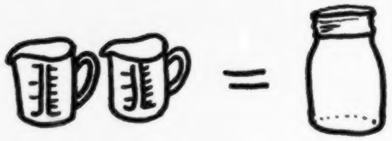


2.

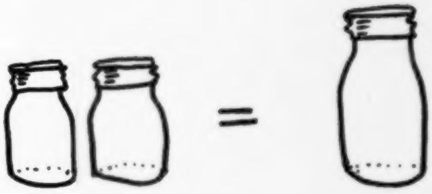


3.

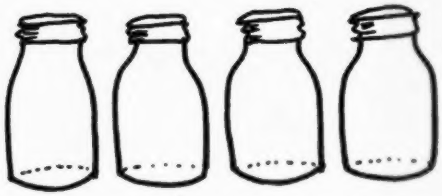
Worksheet D6



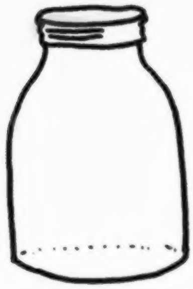
2 cups equals 1 pint



2 pints equals 1 quart



4 quarts equals 1 gallon



1. 4 qt. = __________ gallon

2. 4 pt. = __________ qt.

3. 4 cup = __________ qt.

4. 1 qt. = __________ cup

5. 3 qt. = __________ pt.

6. 8 pt. = __________ gallon

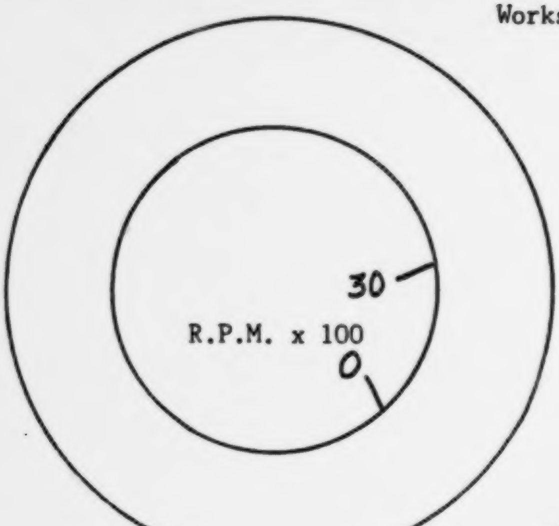
7. 1 gallon = __________ pt.

8. 16 cups = __________ gallon

9. 8 qt. = __________ gallon

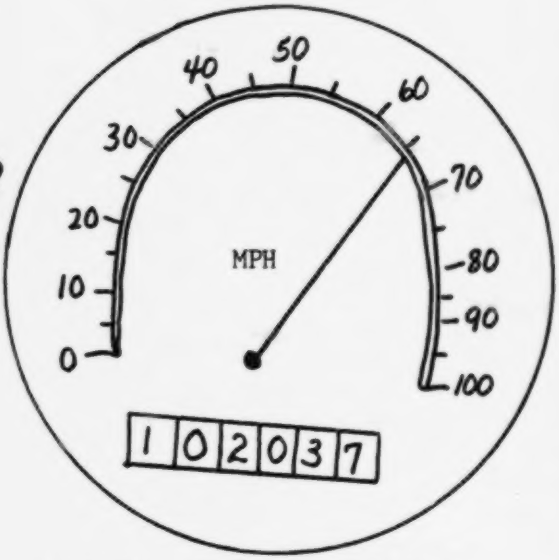
10. 1/2 pt. = __________ cup

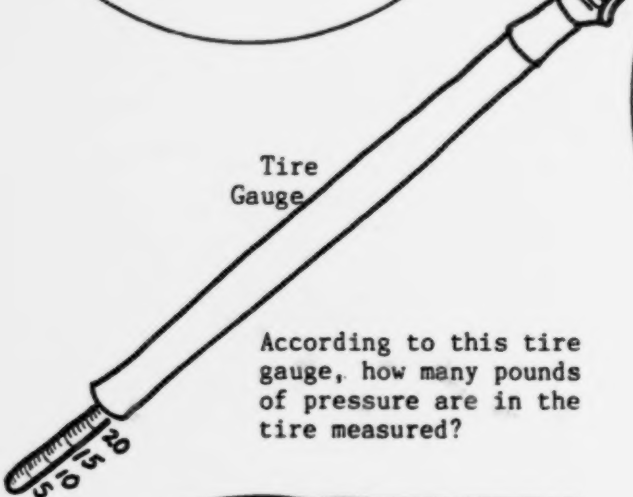
Worksheet D8


30
R.P.M. x 100
0

What are the number of R.P.M.s measured on this gauge?

____


0
10
20
30
40
50
60
70
80
90
100
MPH
1 0 2 0 3 7

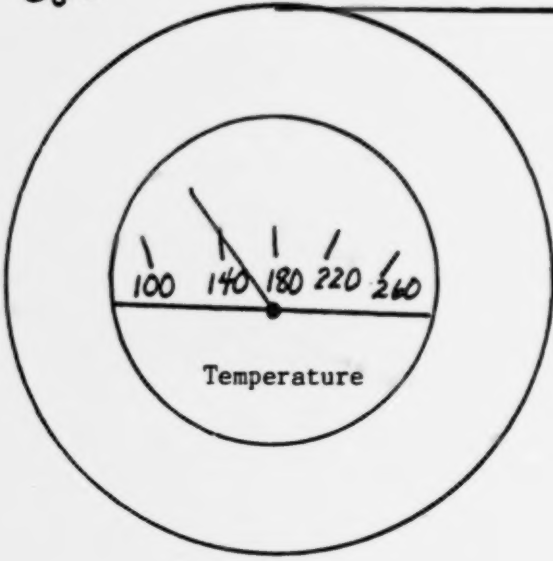

Tire Gauge
5
10
15
20

According to this tire gauge, how many pounds of pressure are in the tire measured?

____

According to this gauge, how fast is this car going?

____


100
140
180
220
260
Temperature

This gauge shows the temperature of this car. What is that temperature?

____

What is the highest temperature this gauge can measure?

____

What is the lowest temperature this gauge can measure?

____

Worksheet E1a

Match the following abbreviations or symbols with the words that mean the same.

inch
mile
gallon
ounce
quart
pound
pint
yard
foot
degrees Farenheit

ft.
F
pt.
m
oz.
in.
yd.
lb.
qt.
gal.

Worksheet Elb

Directions: Write beside the words, the symbol for each:

foot ______________________

inch ______________________

yard ______________________

mile ______________________

quart ______________________

pint ______________________

pound ______________________

degrees Farenheit ____________

ACCESS SKILL

STUDENT WILL INDICATE TIME SHOWN ON A CLOCKFACE TO THE MINUTE

NAME:

DATE COMPLETED	DATE RECHECKED	TASK ANALYSIS STEPS	TEACHER COMMENTS
		A. Student will count by fives up to 55.	
		B. Student will identify parts of a clock, i.e. numbers and hands, and what they represent.	
		C. Student will accurately state the direction the hands on a clock move.	
		D. Student will understand the terms "after" and "till".	
		E. Student will indicate the time to the hour.	
		F. Student will indicate the time to the half hour.	
		G. Student will indicate the time to the quarter hour.	
		H. Student will indicate the time to the minute.	
		I. Student will find a future time when given a beginning time and duration.	

ACCESS SKILL: INDICATE TIME SHOWN ON A CLOCKFACE TO THE MINUTE

TASK ANALYSIS STEPS: A-I

ACTIVITY	MATERIALS/RESOURCES
TASK A: Student will count by fives up to 55.	Give student Telling Time Pre-test if you feel he/she may have some of this skill
1. The student will count by fives orally as a group or individually with picture cues.	Flash cards
2. Play a game to reinforce counting by fives. Have the students sit in a circle. Play hot potato with a bean bag. Student passing the bean bag begins with the number five, the student receiving the bean bag says the following number counting by fives.	Bean bag
3. Play Rummy with the students making pairs by having a sequence of numbers.	Flash cards
4. Have the student complete a worksheet counting by fives with blanks.	Worksheet A4
5. Have the student write the numbers counting by fives to 55.	
TASK B: Student will identify the parts of a clock, i.e. numbers and hands, and what they represent.	
1. Make a clock explaining the position and function of each part. Begin with a large blank circle. Fill in the minute marks, numbers, and put on the moveable hands. Discuss with the students how many minutes are between each number, that the "big" hand shows minutes, and the "little" hand shows hours.	Large blank circle Clock hands
2. Have the student make his/her own clock using patterns given to him/her.	Worksheet B2
3. Have the student complete clock puzzle.	Worksheet B3
TASK C: Student will accurately state the direction the hands on a clock move.	
1. Have the student observe a clock to determine the direction the hands move. Discuss that the minute hand must go all the way around before the hour hand moves to the next number.	
2. Have the student demonstrate on his clocks how the hands move by moving the hands a designated number of minutes.	Worksheet B2
TASK D: Student will understand the terms "after" and "till".	
1. Using the large clock made in B1 demonstrate the terms after and till by dividing the clock into 2 parts.	
2. Have the students divide his clock in half and shade each half with a different color, i.e. red=after, blue=till.	Worksheet B2

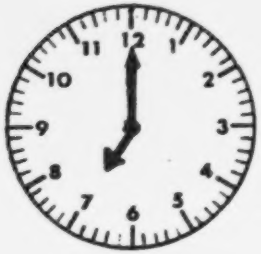
ACTIVITY	MATERIALS/RESOURCES
TASK D: CONTINUED	
3. Have a student leader show the time on a large clock. Students will determine if it is after the hour or till the hour. Students are divided into two teams to play "Baseball", each team getting to answer questions until they have three misses.	Clock from activity B1
TASK E: Student will indicate the time to the hour.	
1. Using the large clock made in B1 demonstrate the positions of the hands when showing time to the hour. Reinforce by playing "Series Math" (each player has a skill board with times marked on it). As a leader shows a clock, the student marks the time indicated. Repeat until one line vertically or horizontally is completed.	Worksheet E1, E2a
2. Have the student complete worksheets matching a clock with the time shown or filling in the blank to indicate the time shown.	Worksheet E2
3. Have the student show a designated time on his/her clock.	Worksheet B2.
4. Play concentration matching the clocks with their written time.	Flash card with clocks and written time
TASK F: Student will indicate the time to the half hour.	
1. Using the large clock made in B1 demonstrate the position of the hands when showing the time to the half hour. Reinforce by playing "Series Math" (see E1).	Worksheet E1
2. Have the student complete worksheets matching a clock with the time shown or filling in the blank to indicate the time shown.	Worksheet F2, F2a
3. Have the student show a designated time on his/her clock.	Worksheet B2
4. Play Rummy by making pairs of clocks and written times.	Flash cards with clocks and written times
TASK G: Student will indicate the time to the quarter hour.	
1. Using the large clock from B1 demonstrate the positions of the hands showing the time to the quarter hour. Reinforce by playing "Series Math".	Worksheet E1
2. Discuss the different ways of saying the time, i.e. quarter after/till, three-fifteen and three-forty-five, or fifteen after three and fifteen till four. Reinforce by playing Time Bingo.	Worksheet G2 Time Bingo Cards
3. Have the student complete worksheets matching a clock and the time or filling in the blanks to indicate the time shown.	Worksheet G3, G3a
4. Have the student show a designated time on his/her clock.	Worksheet B2
5. Play Rummy making pairs by matching clock and two ways of writing the time.	Flash cards with clocks and times written out (all ways)

ACTIVITY	MATERIALS/RESOURCES
TASK H: Student will indicate the time to the minute.	
1. Using the large clock from B1 demonstrate the positions of the hands showing the time to the minute. Reinforce by playing "Series Math".	Worksheet E1
2. Discuss the different ways of saying the time, i.e. 3:17 and 3:32 or 17 after 3 and 28 till 4. Reinforce by playing Time Bingo.	Worksheet H2 Time Bingo Cards
3. Have the student complete worksheets matching a clock and the time shown or filling in the blanks to indicate the time shown.	Worksheet H3, H3a
4. Have the student show a designated time on his/her clock.	Clock from activity B2
5. Play concentration by matching the clock and the written time.	Flash cards with clocks (two each) and time written out
TASK I: Student will find a future time when given a beginning time and duration.	
1. Have the student set his/her clock at a designated time. Then have him/her show the time after a designated number of minutes, i.e. set at 4:13, show the time after 3 minutes.	Clock from B2
2. Have the student complete worksheets by drawing in the hands on the clock to show the time indicated.	Worksheet I2, I2a

GIVE PRE/POST TEST

Telling Time Pretest

Directions: Write the time in the blank below the clock. Name:______________________________


12
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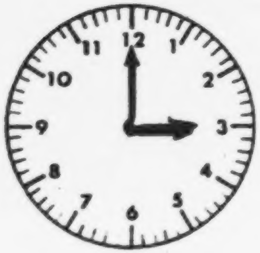
1. __________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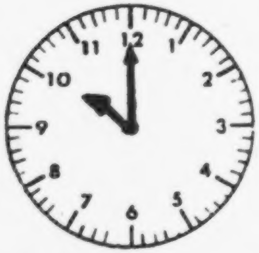
2. __________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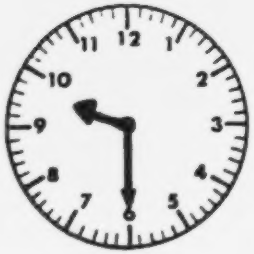
3. __________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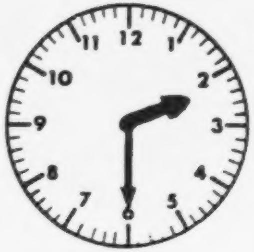
4. __________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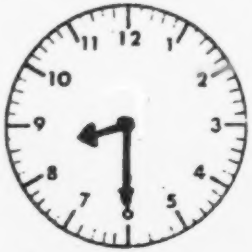
5. __________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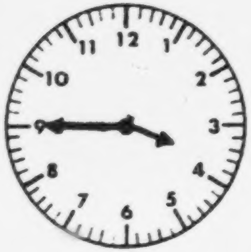
6. __________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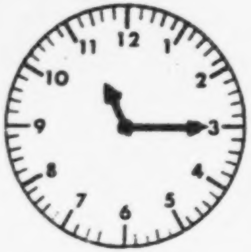
7. __________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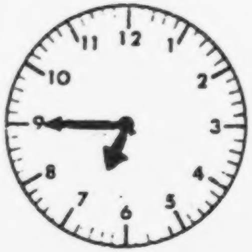
8. __________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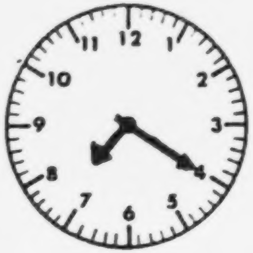
9. __________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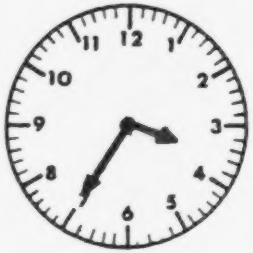
10. __________


12
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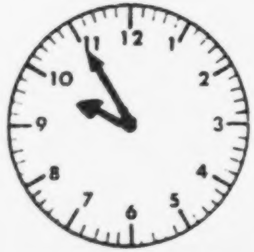
11. __________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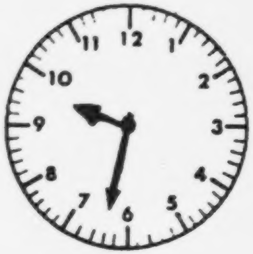
11

12. __________


12
1
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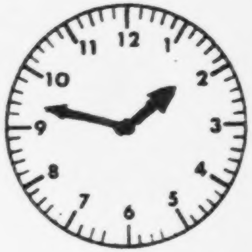
11

13. __________


12
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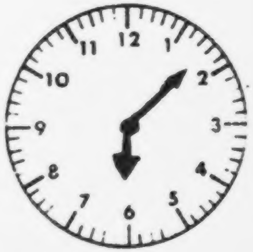
14. __________


12
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11

15. __________

Worksheet A4

5, 10, 15, 20, ____ , 30, 35, _____, 45, 50, 55

5, 10, ____ , 20, 25, _____, 35, ____, ____ , 50, _____

____, 10, _____ , ______, 25, 30, ____, 40, _____ , ______, 55

____ , _____, 15, ____ , _____, 30, ____, ____ , 45, ______, ______

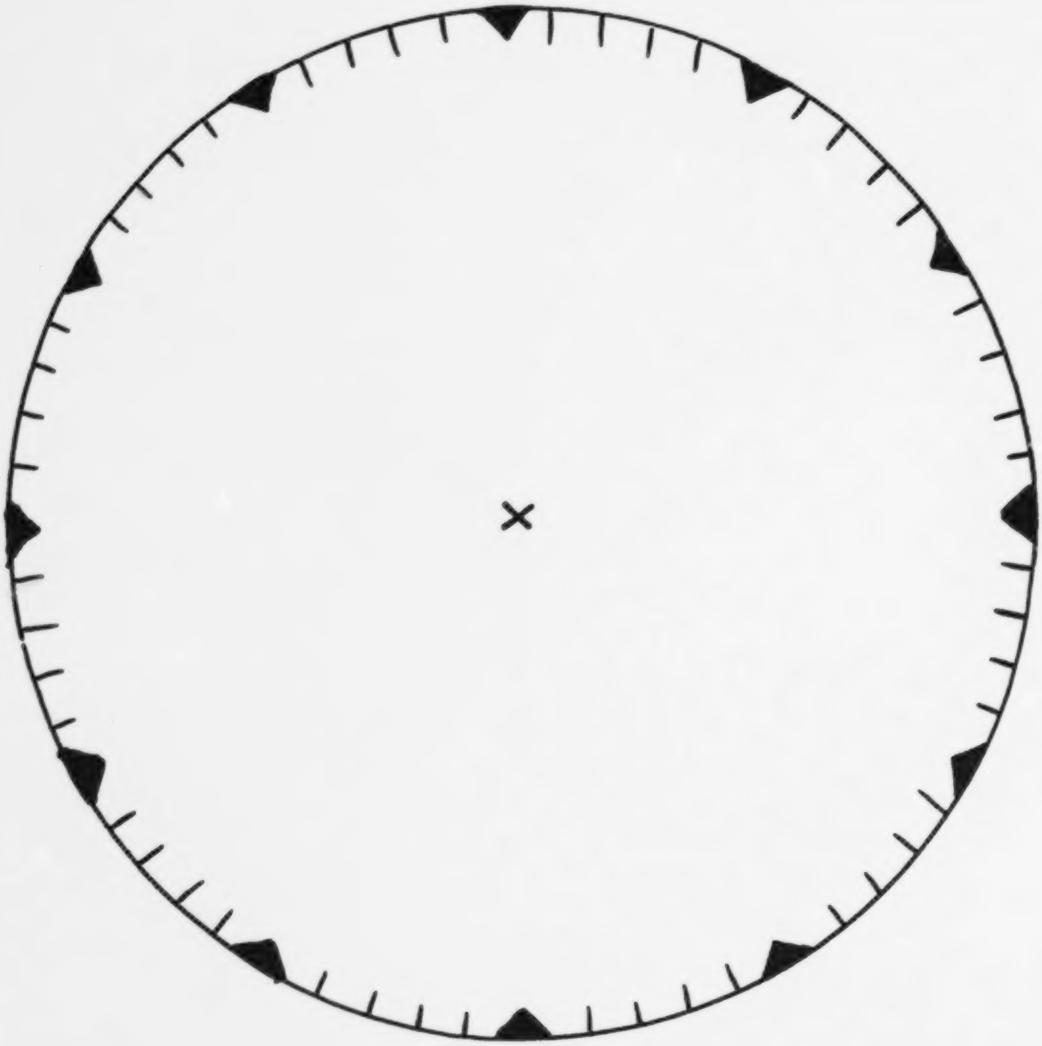
Worksheet A5

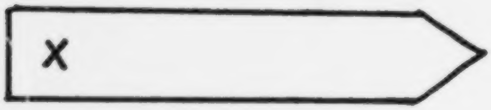
Count by 5's to 55

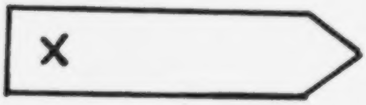
5, ____, ____, _____, _____, _____, _____, _____, _____, _____, 55

Worksheet B2

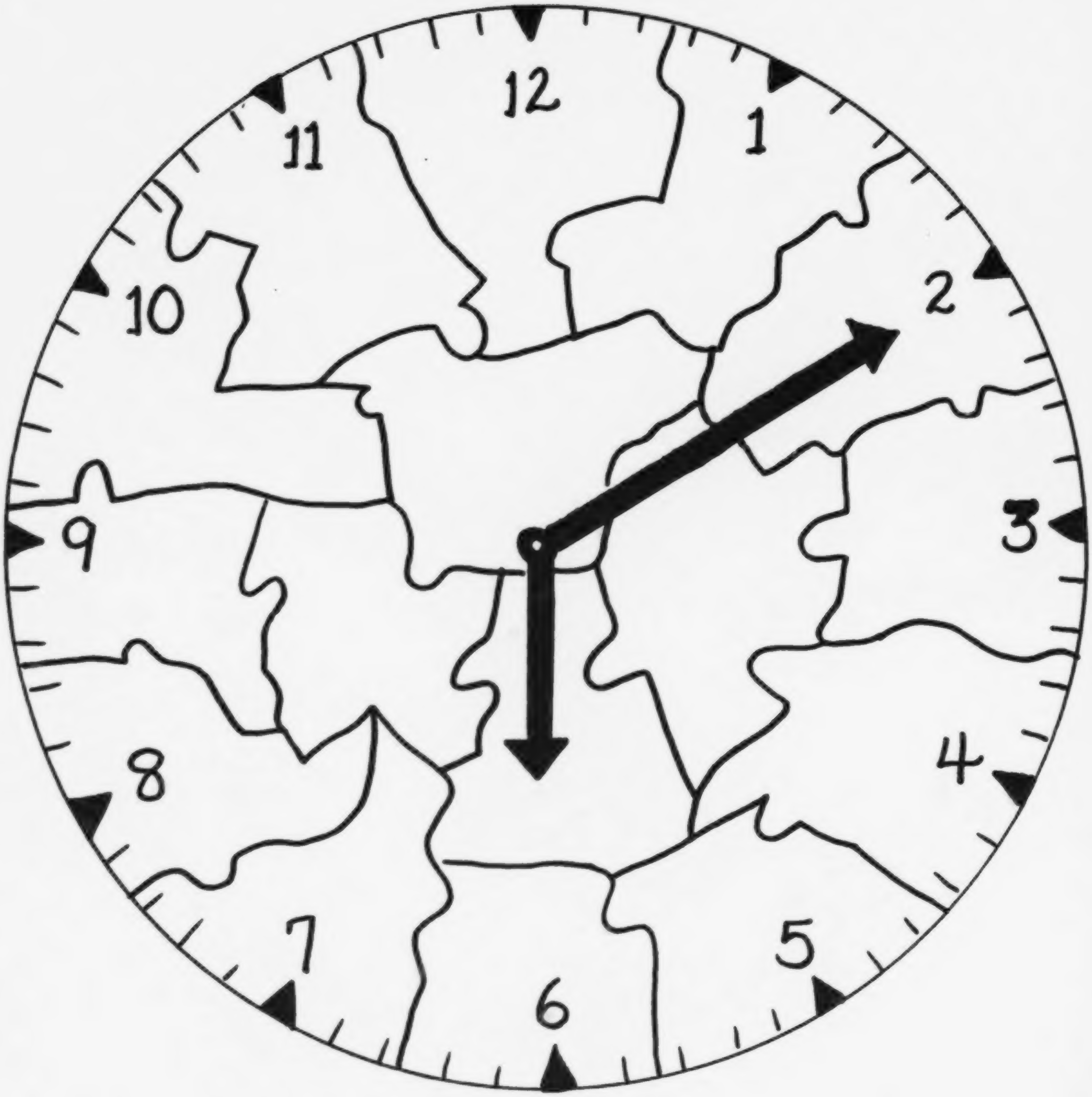
Cut out the clock and hands below. Attach the hands to the clock by putting a paper fastener through the X's. Fill in the numbers on the clock.







Worksheet B3


12
1
2
3
4
5
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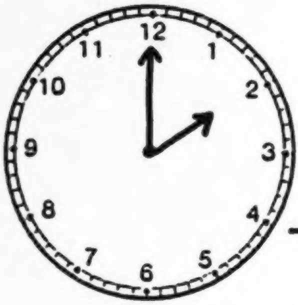
7
8
9
10
11

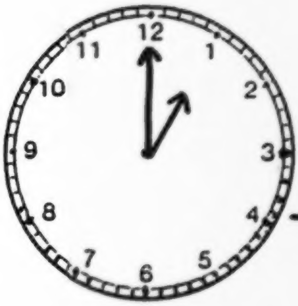
Worksheet E1

Worksheet E2

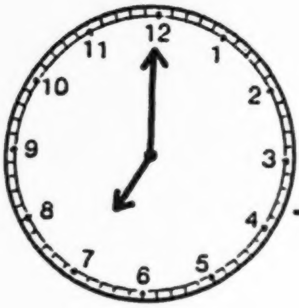
Fill in the blanks with the correct time shown on each clock.



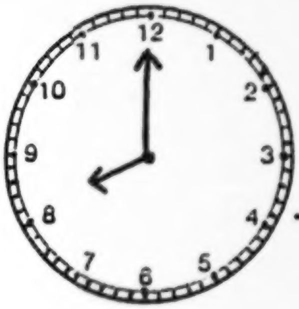
____



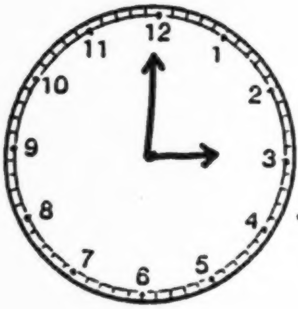
____



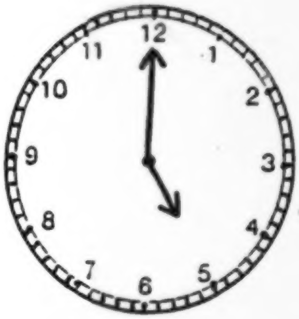
____



____



____



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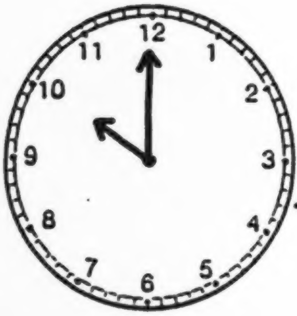
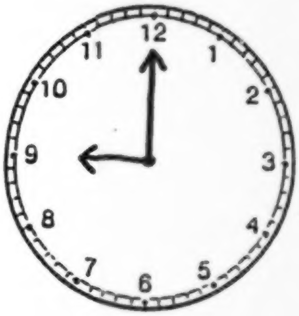


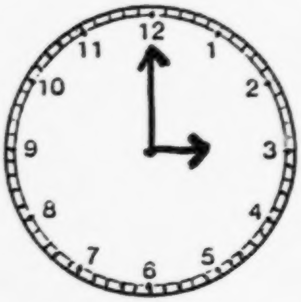
____



____

Worksheet E2a

Draw a line from the time to the clock that shows the same time.


12
1
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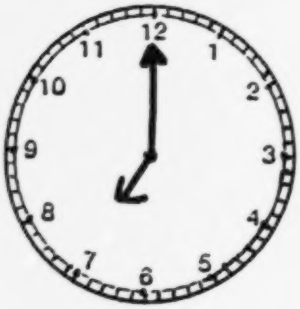
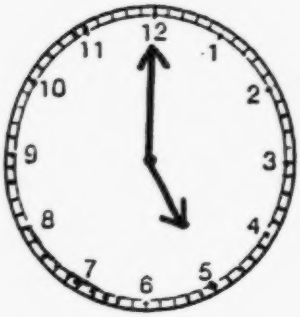
8
9
10
11

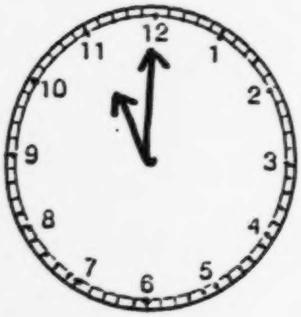
Five O'clock


12
1
2
3
4
5
6
7
8
9
10
11

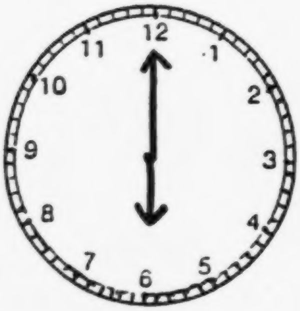
6:00


12
1
2
3
4
5
6
7
8
9
10
11

Three O'clock


12
1
2
3
4
5
6
7
8
9
10
11

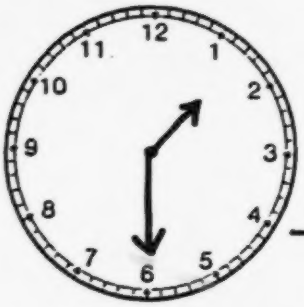
7:00


12
1
2
3
4
5
6
7
8
9
10
11

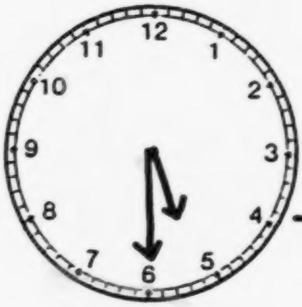
Eleven O'clock

Worksheet F2

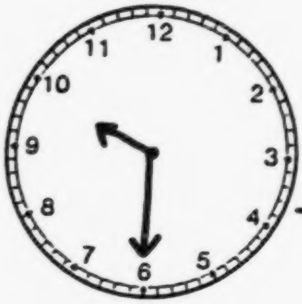
Fill in the blanks with the time shown on each clock.



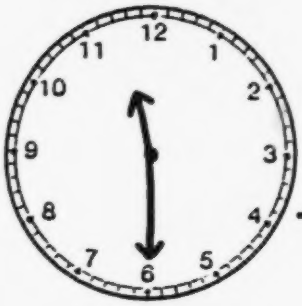
____



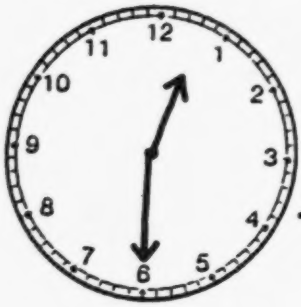
____



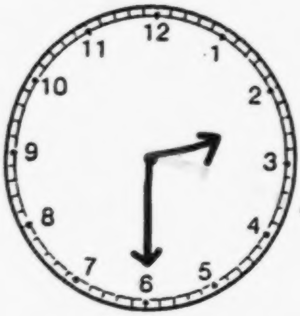
____



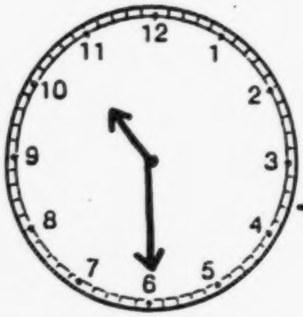
____



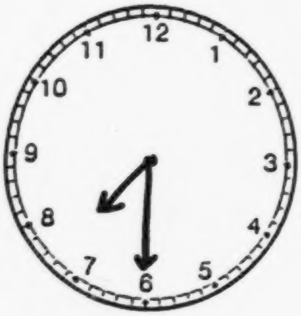
____



____



____

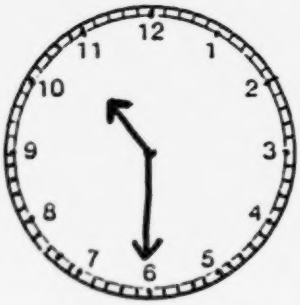


____

Worksheet F2a

Draw a line from the time to the clock that shows the same time.

Half past four


12
1
2
3
4
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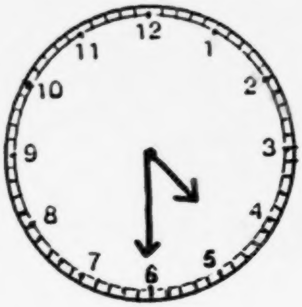
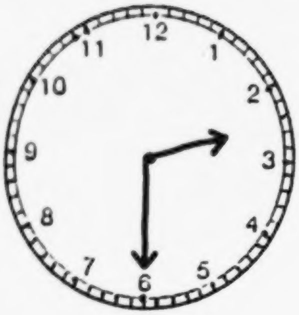
6
7
8
9
10
11

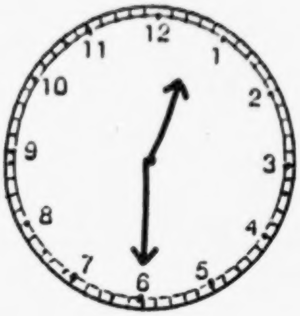
8:30


12
1
2
3
4
5
6
7
8
9
10
11

Two thirty


12
1
2
3
4
5
6
7
8
9
10
11

10:30


12
1
2
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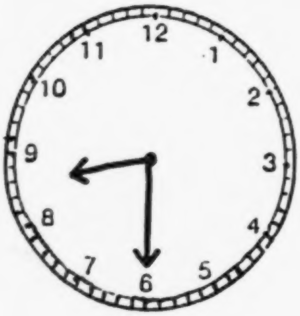
4
5
6
7
8
9
10
11

Half past twelve


12
1
2
3
4
5
6
7
8
9
10
11

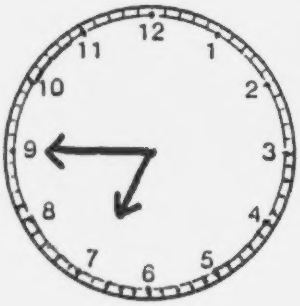
Time Bingo Cards G2

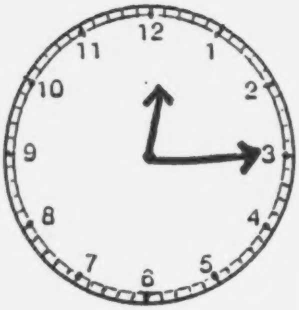
T	I	M	E	S
4:15	15 TILL 5	1 FIFTEEN	15 AFTER 7	9 FOURTY-FIVE
3:45	QUARTER TILL 6	12:45	FIFTEEN AFTER 8	10:15
15 AFTER 2	6:45	15 AFTER 12	7:45	15 AFTER 11
15 AFTER 3	QUARTER AFTER 5	15 TILL 2	15 TILL 9	QUARTER TILL 12
QUARTER TILL 2	15 TILL 3	1:45	QUARTER TILL 7	15 TILL 12

Worksheet G3

Draw a line from the time to the clock that shows the same time.

2:15


12
1
2
3
4
5
6
7
8
9
10
11


12
1
2
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4
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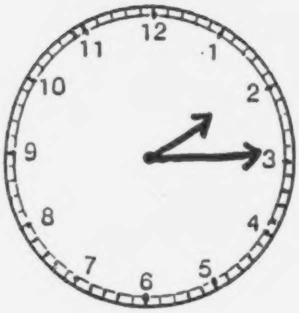
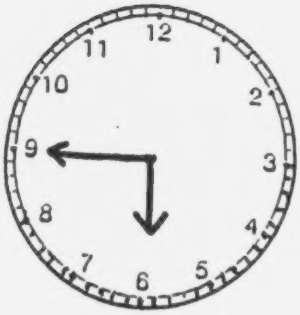
6
7
8
9
10
11

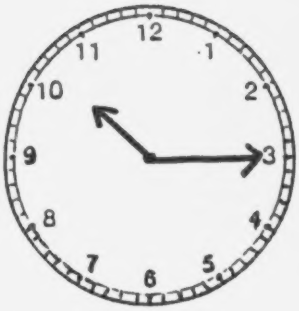
15 till 6


12
1
2
3
4
5
6
7
8
9
10
11

Quarter after ten


12
1
2
3
4
5
6
7
8
9
10
11

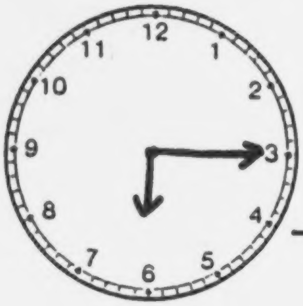
6:45


12
1
2
3
4
5
6
7
8
9
10
11

15 after twelve

Worksheet G3a

Fill in the blanks with the time shown on each clock.


12
1
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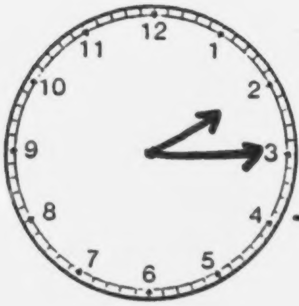
6
7
8
9
10
11

____


12
1
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4
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9
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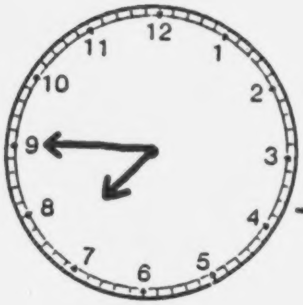
11

____


12
1
2
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4
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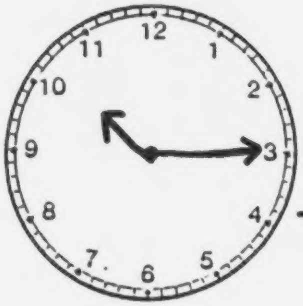
6
7
8
9
10
11

____


12
1
2
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8
9
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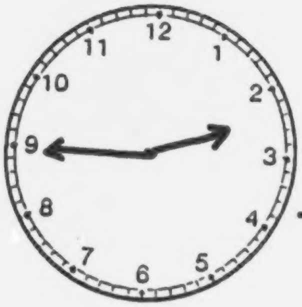
11

____


12
1
2
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6
7
8
9
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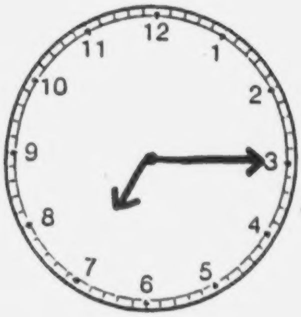
11

____


12
1
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9
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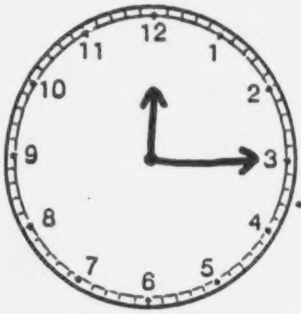
11

____


12
1
2
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6
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9
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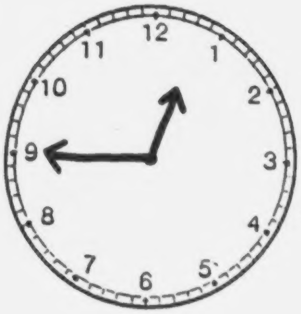
11

____


12
1
2
3
4
5
6
7
8
9
10
11

____

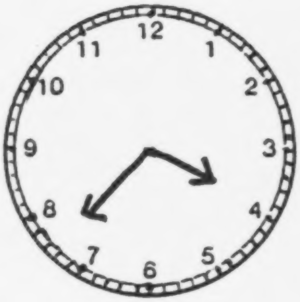
Time Bingo Cards H2

T	I	M	E	S
2:05	8 AFTER 4	6:12	15 AFTER 9	11:19
19 AFTER 2	4:37	20 TILL 8	9:55	14 TILL 12
25 TILL 3	5:22	6:33	17 AFTER 10	11:36
2:51	12 TILL 5	10 AFTER 8	10:22	19 AFTER 12
13 AFTER 1	3:47	25 TILL 7	8:48	12:42

Worksheet H3

Draw a line from the time to the clock that shows the same time.

Six after two


12
1
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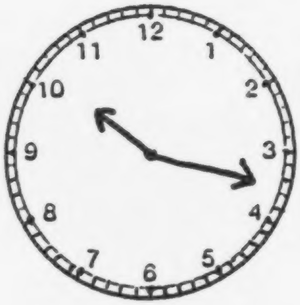
11


12
1
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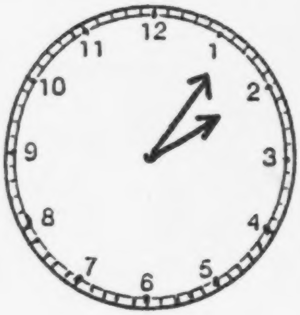
10
11

9:50


12
1
2
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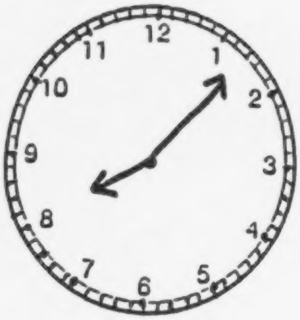
10
11

22 till 4


12
1
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6
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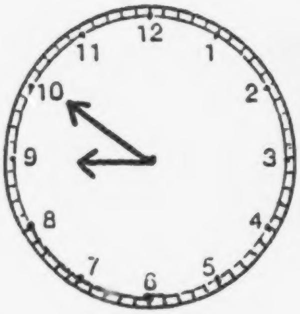
8
9
10
11

18 after 10

8:08


12
1
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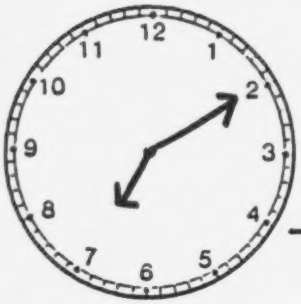
11

Worksheet H3a

Fill in the blanks with the time shown on each clock.


12
1
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8
9
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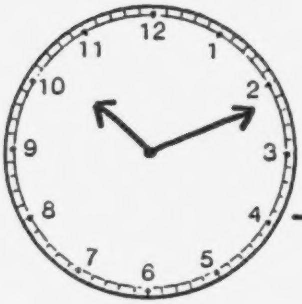
11

______


12
1
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9
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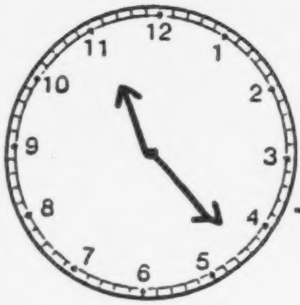
11

______


12
1
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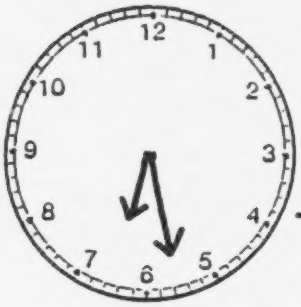
11

______


12
1
2
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9
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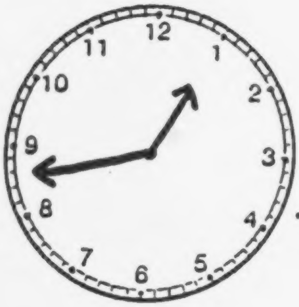
11

______


12
1
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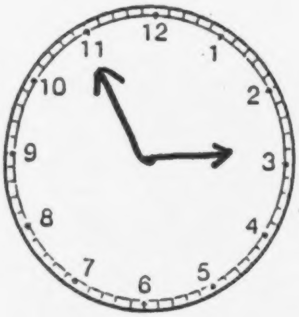
11

______


12
1
2
3
4
5
6
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8
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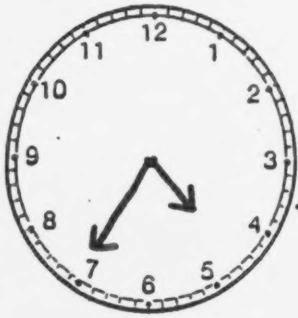
11

______


12
1
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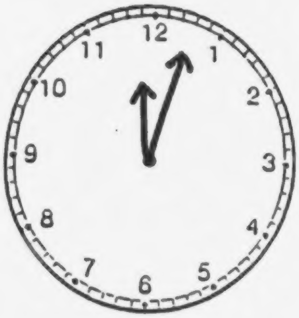
11

______


12
1
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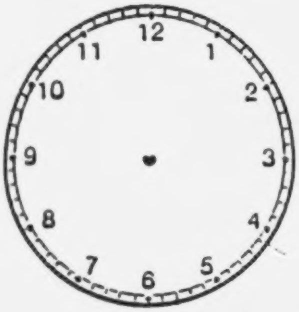
______

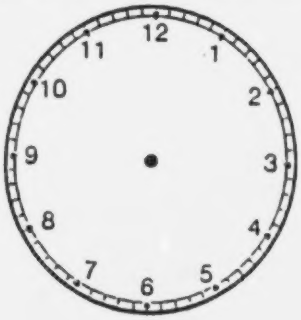
Worksheet I2

Draw in the hands on each clock to show the time.

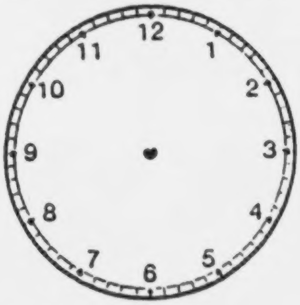
1. Mr. Jones takes a pill every 35 minutes. He took his last pill at 5:47. At what time will he take his next pill?



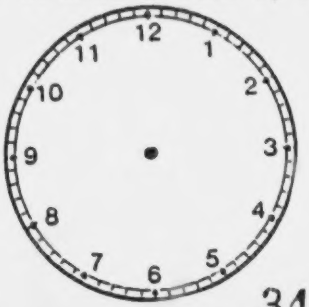
2. You began taking Bobby's temperature at 11 minutes after 10. At what time should you remove the thermometer if you leave it in for 3 minutes?



3. Mrs. Smith must be checked on every hour and a half. If you checked on her at 3:15, at what time would you check on her again?



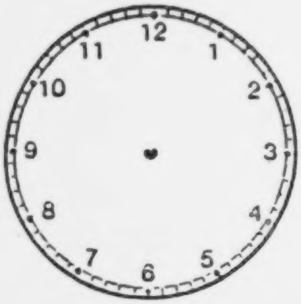
4. Mark takes physical therapy treatments that last 45 minutes. If he begins his treatment at 12 minutes till 2, at what time will he finish?



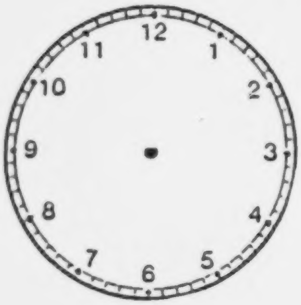
Worksheet I2a

Draw in the hands on each clock to show the time.

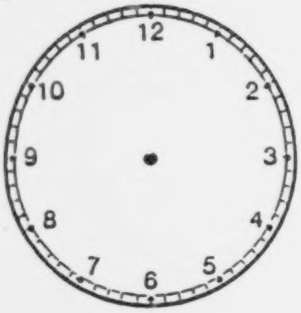
1. The boss left at 2:05 and will be gone for 18 minutes. What time will he/she get back?



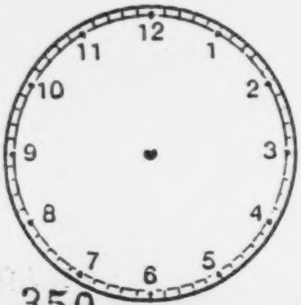
2. You begin typing a letter at eight minutes after nine. What time will you be finished if it takes you sixteen minutes to type the letter?



3. You leave for lunch at 12:32. If you are gone for 25 minutes, at what time will you return?



4. You are in a meeting for 48 minutes. If the meeting began at 3 o'clock, at what time was it over?



ACCESS SKILL

USING THE CALCULATOR

NAME:

DATE COMPLETED	DATE RECHECKED	TASK ANALYSIS STEPS	TEACHER COMMENTS
		A. Student demonstrates an understanding of the principles of the four basic functions of math: adding, subtracting, multiplying, and dividing. B. Student will demonstrate accurate use of function keys on a calculator. C. Student will practice basic problem solving using a calculator. D. Student will use a calculator to figure problems involving money. E. Student will use a calculator to add more than two items.	

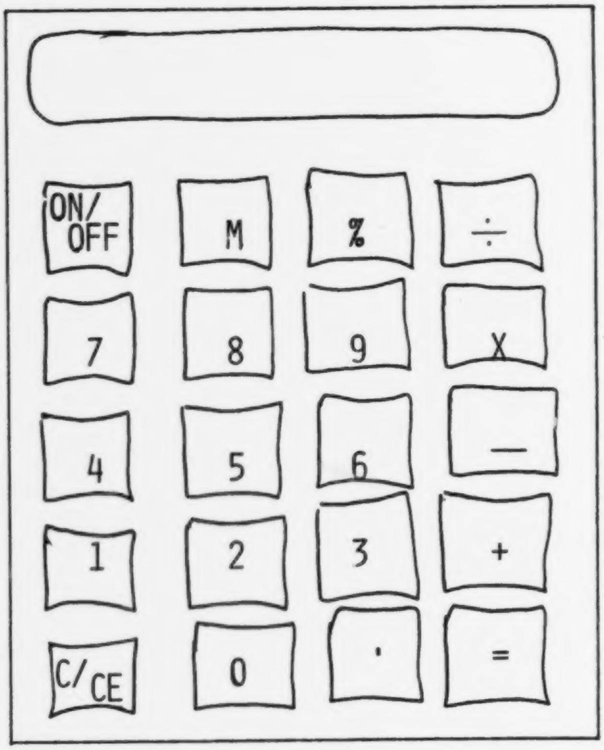
ACCESS SKILL: USING THE CALCULATOR

TASK ANALYSIS STEPS: A-E

ACTIVITY	MATERIALS/RESOURCES
TASK A: Student demonstrates as understanding of the principles of the four basic functions of math: adding, subtracting, multiplying, and dividing.	
1. Through the use of standardized assessment or teacher made tests the student's present level of math functioning should be determined.	
2. Student should accurately use numbers for counting and understand the concept behind the use of money.	
TASK B: Student will demonstrate accurate use of function keys on a calculator.	
1. Provide the student with a calculator. Allow him/her to become familiar with it. While the student has the calculator explain each part using a large diagram for students to follow. Provide student with Worksheet B1 which is a diagram of the calculator parts, etc.	Worksheet B1
2. Explain that the answer to the things they do will be seen in the window of the calculator. Explain that they will get the answers by pushing the keys. Since it is sometimes hard to push the keys with fingers have the students use the eraser or point end of a pencil.	
3. Show the student the on/off button. Explain how it works and have him/her do it a few times. Next have the student press any number key he/she wishes. Ask him/her to locate the number in the window. Next tell him/her you don't want that number and wish to erase it. Show him/her the clear key. Have him/her press the clear key to erase the number in the window.	
4. Explain the difference between the clear button and the on/off button.	
5. Using Worksheet B1 continue to explain the function keys and their respective definitions. Also explain how some of the keys are similar such as the + and x signs and the + and - signs.	Worksheet B1
6. Have student do several problems using the basic function keys as well as the clear key. Stress the use of the clear key after every completed problem.	
7. Explain that there will be some keys they will not use and they do not need to worry about them at the present.	
8. Additional words to define and to go over with students: digit (every numeral) and number (the total number of things, e.g. 3 dogs, etc.)	

ACTIVITY	MATERIALS/RESOURCES
TASK C: Student will practice basic problem solving using a calculator.	
1. Using Worksheet C1 have the student practice performing addition and subtraction problems with the calculator.	Worksheet C1
2. Using Worksheet C2 have the student practice performing multiplication and division problems.	Worksheet C2
TASK D: Student will use a calculator to figure problems involving money.	
1. Explain to the student the fact that calculators do not use $ and ¢ signs to indicate dollars and cents. Use several examples, such as three dollars and twenty-five cents ($3.25) and show the student how it would appear in the calculator window. It is also important to indicate the fact that the calculator drops off the final zero such as $3.20 would appear 3.2.	
2. Using Worksheet D2 have the student add, subtract, and multiply money on the calculator. Additional work in this area can be assigned as the teacher sees the need for individual students.	Worksheet D2
3. When using the calculator for the division of money the student needs to be aware that many more than two digits may appear after the decimal point. The student needs to be taught how to round off these numbers so that the proper amount of money is shown.	
TASK E: The student will use a calculator to add more than two items.	
1. Explain to the students that one of the advantages of using a calculator is that it allows a person to add many things together. Especially large columns of figures. When doing this students should practice by saying aloud what they are doing so they may keep track of what they have entered into the calculator. For example, a student adding four numbers should say "3 + 3 + 6 + 10 = ..." The student may even want to mark off each number as they put it into the calculator. Provide practice for this exercise by having students using old math texts.	
2. Have students practice with double and triple numbers as well as money in large columns. Again use a math textbook for this exercise. For fun use worksheet activities.	Worksheet E1

Worksheet B1



WINDOW
The answer to what
you have done

ON/OFF	push to turn calculator on and off
C/CE	to clear what has been done so a new problem may be entered
÷	DIVIDE
-	SUBTRACT or MINUS
x	MULTIPLY or TIMES
+	ADD or PLUS
=	EQUAL (push to get the answer)
.	DECIMAL

Worksheet C1

ADDITION AND SUBTRACTION

Push the keys as shown. Write the answer on the line at the end of the problem.

1. 4 + 6 = __________

2. 2 + 7 = __________

3. 10 + 6 = __________

4. 21 + 11 = __________

5. 10 - 6 = __________

6. 9 - 2 = __________

7. 32 - 20 = __________

8. 100 - 99 = __________

Make up four problems of your own.

1. __________ + __________ = __________

2. __________ + __________ = __________

3. __________ - __________ = __________

4. __________ - __________ = __________

Worksheet C2

MULTIPLICATION AND DIVISION

Push the keys as shown. Write the answer on the line at the end of the problem. Do each problem two times to make sure you have the correct answer.

1. 3 x 7 = ________

2. 2 x 2 = ________

3. 10 x 15 = ________

4. 17 x 22 = ________

5. 27 ÷ 9 = ________

6. 30 ÷ 10 = ________

7. 14 ÷ 2 = ________

8. 100 ÷ 4 = ________

Make up four problems of your own.

1. ________ x ________ = ________

2. ________ x ________ = ________

3. ________ ÷ ________ = ________

4. ________ ÷ ________ = ________

Worksheet D2

ADD, SUBTRACT, AND MULTIPLY MONEY

1. \$2 + \$3 = ________

2. \$11 + \$6.97 = ________

3. \$4.53 + \$13.27 = ________

4. \$6.57 - \$2.43 = ________

5. \$12 - \$7.16 = ________

6. \$22.40 - \$17 = ________

7. 6 candy bars x 45c = ________

8. 2 people x \$2.75 = ________

9. \$15.15 x 6 items = ________

RESOURCES

Calculator Corkers: Set A and B, The Calculator Workshop, Box 616, Abington, PA 19901.

Keystrokes: Counting and Place Value, Reys, R.E. et al, Creative Publications Inc., P.O. Box 10328, Palo Alto, CA 94303.

Keystrokes: Multiplication and Division, Reys, R.E. et al, Creative Publications Inc., P.O. Box 10328, Palo Alto, CA 94303.

Keystrokes: Addition and Subtraction, Reys, R.E. et al, Creative Publications Inc., P.O. Box 10328, Palo Alto, CA 94303.

Elementary Mathematics Concepts with Calculators, Texas Instruments Learning Center, 13500 N. Central Expressway, P.O. Box 5012, M/S 54, Dallas, TX 75222.

Calculator Explorations and Problems, Miller, D., Cursenaire Company of America Inc., 12 Church Street, New Rochelle, NY 10805.

Calculator Activities for the Classroom: Book 1 and 2, Immerzul, G. & Ockenga, E., Creative Publications Inc., P.O. Box 10328, Palo Alto, CA 94303.

ACCESS SKILL

STUDENT WILL READ AND USE A CALENDAR TO
LOCATE PRESENT AND FUTURE DAYS AND DATES

NAME:

DATE COMPLETED	DATE RECHECKED	TASK ANALYSIS STEPS	TEACHER COMMENTS
		A. Student identifies names of the days of the week and months--written out and abbreviated. B. Student identifies numbers through 31. C. Student demonstrates an understanding of terms such as 1st, 2nd, 3rd, etc. D. Student will find the day of the week when given the date. E. Student will find the date when given the day. F. Student will find a future date when given beginning date and duration. G. Student will schedule appropriate day and time for appointments.	

ACCESS SKILL: READ A CALENDAR

TASK ANALYSIS STEPS: A-F

ACTIVITY	MATERIALS/RESOURCES
TASK A: Student identifies names of days of the week and months--written out and abbreviated.	
1. Play a game to reinforce the names of the month and their sequence. Have students sit is a circle. Play hot potato with a bean bag. Student passing the bag names a month, student receiving bag must say either preceding or following month (determined before game begins).	Pretest Worksheet Bean bag
2. Play concentration with student naming each card as they turn it over.	Flash cards with days, months and their abbreviations
3. Students will fill in blank calendar.	Worksheet A3
TASK B: Student identifies numbers through 31.	
1. Play rummy with the students making pairs by having a sequence of numbers.	Flash cards with the numerals 1 through 31 and numbers written out
2. Student leader or teacher counts from 1 to 31 stopping at random. Students will write the number that follows.	See Basic Math for other ideas
3. Students complete a worksheet on writing numbers with blanks and writing numbers 1 through 31.	Worksheet B3
TASK C: Student demonstrates an understanding of terms such as 1st, 2nd, 3rd, etc.	
1. Discuss terms such as 1st, 2nd, 3rd, etc. with students.	
2. Students will complete worksheet naming or making the designated object.	Worksheet C2
TASK D: Student will find the day of the week when given the date.	
1. Using a large wall calendar demonstrate for students how to find the day by first finding the date. Reinforce this by playing calendar Bingo.	Wall calendar Calendar Bingo Cards A3
2. Using large wall calendar or overhead, have students name the day when given the date.	Wall calendar or overhead of calendar
3. Students will complete worksheets indicating the day of the week when given the date.	Worksheet D3
TASK E: Student will find the date when given the day.	
1. Using a large wall calendar demonstrate for students how to find the date when given the day. Reinforce this by playing calendar Bingo.	Worksheet A3 Wall calendar Calendar Bingo Cards

ACTIVITY	MATERIALS/RESOURCES
TASK E: CONTINUED	
2. Using large wall calendar or overhead, have students name the date when given the day.	Wall calendar or overhead of calendar
3. Have student complete a worksheet indicating the date when given the day.	Worksheet E3
TASK F: Student will find a future date when given beginning date and duration.	
1. Discuss with students how to count by weeks and days. Point out that they need to see if the question requires the beginning date to be counted. When questions relate to work or school it should be remembered what days they are off.	
2. Using a large wall calendar or overhead, have the student give the future date.	Wall calendar or overhead of calendar
3. The student will complete a worksheet finding the future date.	Worksheet F3
TASK G: Student will schedule appropriate day and time for appointments.	
1. Discuss with students the need to schedule appointments and assignments, i.e. so you're not late, so you don't fail to study for a test, so you don't miss a date, so you are on time for a job interview.	
2. Using a monthly calendar, students are to fill in the appointed meetings and tests. (The teacher writes these on the board out of sequence.) Check for accuracy and completion.	Monthly calendar
3. Using a daily calendar, assign students to fill in their schedule of classes, work, home duties, practices, etc. Discuss differences in each person's and check for completion.	Daily calendar
4. Using a weekly calendar, ask parents to help student fill in schedule of home duties and times of study. Assign student to fill in days and times of classes, assignments due and tests. Demonstrate how to highlight important scheduled events, such as an upcoming test or appointment.	Weekly calendar

CALENDAR PRETEST

DIRECTIONS: Use the calendar below to answer the questions. NAME ____________________

JANUARY

S	M	T	W	T	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

FEBRUARY

S	M	T	W	T	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28			

MARCH

S	M	T	W	T	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

APRIL

S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					

MAY

S	M	T	W	T	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

JUNE

S	M	T	W	T	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30

JULY

S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

AUGUST

S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

SEPTEMBER

S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30						

OCTOBER

S	M	T	W	T	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

NOVEMBER

S	M	T	W	T	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	

DECEMBER

S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

1. How many days are there in January? ____________
2. How many days are there in November? ____________
3. How many days are there in August? ____________
4. June 19 is on which day of the week? ____________
5. Christmas is December 25. On which day of the week is it? ____________
6. Valentines Day is February 14. On which day of the week is it? ____________
7. Washington's Birthday is celebrated on the third Monday in February. On what date of the month is it? ____________
8. School will start on the fourth Monday in August. On what date of the month is it? ____________
9. Memorial Day is the last Monday in May. On what date of the month is it? ____________
10. Don started an eight week course on January 8. The course meets Monday through Friday. On what date does it end? ____________
11. School is out for Easter Break on April 6. Easter Break is for one week. When does school begin again? ____________
12. Carol's vacation begins June 18 and lasts for three weeks. When does she return to work? ____________

MONTH

Days						
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				

Worksheet A3

Worksheet B3

Fill in the blanks.

1, 2, 3, ______, 5, 6, ______, 8, 9, 10, ______, ______, 13, 14, ______,

16, ______, 18, 19, ______, 21, 22, ______, ______, 25, 26, ______, 28,

______, 30, ______.

Write the numbers from 1 to 31.

1, ______, ______, ______, ______, ______, ______, ______, ______, ______,

______, ______, ______, ______, ______, ______, ______, ______, ______,

______, ______, ______, ______, ______, ______, ______, ______, ______,

______, ______, 31.

Worksheet C2

* *

1. Put a green circle around the third star.
2. Put a green line through the 15th star.
3. Put a red square around the tenth star.
4. Put a green X on the 23rd star.
5. Put a red dot below the seventh star.
6. Put a green line under the 31st star.
7. Put a red line over the twenty-second star.
8. Put a green square around the 19th star.
9. Put a red line through the 26th star.
10. Put a green circle around the thirtieth star.

A B C D E F G H I J K L M N O P Q R S T U V W X Y Z

1. Name the fourth letter of the alphabet. _______
2. Name the 11th letter of the alphabet. _______
3. Name the second letter of the alphabet. _______
4. Name the 13th letter of the alphabet. _______
5. Name the twenty-first letter of the alphabet. _______
6. Name the 18th letter of the alphabet. _______
7. Name the tenth letter of the alphabet. _______
8. Name the first letter of the alphabet. _______
9. Name the 23rd letter of the alphabet. _______
10. Name the 25th letter of the alphabet. _______

Worksheet D3

Use the calendar from task A3 to answer the following questions.

1. Mr. Smith has a conference on the eleventh. What day of the week is the conference? ____________________

2. Pay day is the 25th of the month. On what day will you get paid?

   ____

3. The annual stockholders report is due on the 17th. What day is it due?

   ____

4. Your boss leaves for a business trip on the fifteenth and returns on the nineteenth. What day does he/she leave? ____________________

   What day does he/she return? ____________________

5. You were ill and missed work on the fourth. What day of the week did you miss? ____________________

6. You worked overtime on the 23rd and 24th. What days did you work overtime? ____________________ and ____________________.

7. You have reports due on the second and twenty-fourth of the month. What days of the week are your reports due? ____________________ and

   ____

Worksheet E3

Use the calendar from task A3 to answer the following questions.

1. Your vacation begins on the first Friday of the month and ends on the second Sunday of the month. What date does your vacation begin? ____________________ What date does it end? ____________________

2. Department meetings are held on the 2nd and 4th Tuesdays. What are the dates of the meetings? ____________________ and ____________________

3. Mrs. Scott needs a copy of the budget by the 3rd Wednesday of the month. What date does shee need the budget on? ____________________

4. You are paid on the 1st and 3rd Fridays of the month. On what dates will you get paid? ____________________ and ____________________

5. Your boss has a luncheon meeting on the 1st Monday and 2nd Thursday of each month. On what dates will he/she have a luncheon meeting? ____________________ and ____________________

6. You work overtime on the 3rd Tuesday of each month. On what date will you work overtime? ____________________

Worksheet F3

Use the calendar from task A3 to answer the following questions.

1. If your boss leaves on a 3 day business trip on the first, what date should he/she return? ____________________
2. Your vacation begins on the 13th and lasts for 2 weeks. When will you return to work? ____________________
3. It takes you 4 days to complete the annual stockholders report. If you begin on the 8th, what date will you finish? ____________________
4. Your assistant was in the hospital and missed work for a week. He/she left work on the twenty-second. What date did he/she return?

   ____
5. You begin working on the payroll on the 2nd and it takes 2 days to complete it. On what date will you finish? ____________________

ACCESS SKILL

STUDENT WILL DEMONSTRATE
ACCEPTABLE SOCIAL BEHAVIORS

NAME:

DATE COMPLETED	DATE RECHECKED	TASK ANALYSIS STEPS	TEACHER COMMENTS
		A. Student will demonstrate positive attitude through pleasant, cheerful demeanor.	
		B. Student will cooperate with others and be reasonably trusting and trustworthy.	
		C. Student will have a good self-concept.	
		D. Student will demonstrate control of emotions by stating problems reasonably and controlling frustrations.	
		E. Student will keep a proper social distance.	
		F. Student will demonstrate acceptable conversational skills.	
		G. Student will use good manners.	

ACCESS SKILL: DEMONSTRATE ACCEPTABLE SOCIAL BEHAVIORS

TASK ANALYSIS STEPS: A-G

ACTIVITY	MATERIALS/RESOURCES
TASK A: Student will demonstrate positive attitude through pleasant, cheerful demeanor.	
1. Discuss the characteristics of a positive attitude and why it is important to demonstrate a positive attitude in different settings (i.e. home, school, work).	
2. Make a collection of short jokes and puns acceptable in mixed company.	Joke books
3. Tell funny stories about things that happened in school or family. Encourage child to share his jokes with you.	
4. Pass around comic strips and funny pictures. Have students share why they think the items make them laugh.	Funny pictures and comic strips
5. Teacher should react with negative statements and grouchy, hateful expression for 5 minutes, then explain what he/she was doing and ask for class discussion about how students felt about him/her when he/she was grouchy.	
6. Role play scenes in which students first say negative things and look grouchy -- then have the same people role play the scene with positive statements and pleasant expressions. Example: Someone bumping another student in the hall.	
7. Have students look in the mirror and practice pleasant expressions and smiling.	Mirror
8. Model a positive attitude as teacher. Smile.	
TASK B: Student will cooperate with others and be reasonably trusting and trustworthy.	
1. Require that assignments be done in groups with full participation of all several times a month.	
2. Assign two students to spend an hour as a team. One must pretend to be totally helpless -- cannot eat, talk, work, or play without the other suggesting and assisting him/her, then switch roles the next day. Make sure students are totally dependent on the other person.	
3. Expect cooperation in the class and reinforce it.	
4. Develop class rules together and enforce them. Limit the number to a reasonably small list.	Class rules List of school district rules and regulations
5. Do not gossip in class, and do not allow gossip. Label gossip and exaggerations, if they occur and discuss harm in such talk.	
TASK C: The student has a good self-concept.	
1. Have each student list four things that he likes about himself/herself.	

ACTIVITY	MATERIALS/RESOURCES
TASK C: CONTINUED	
2. Have each student say something good about one other student in the group. (Make sure each student is praised by someone then have that student reciprocate).	
3. Have each student describe himself to the class -- physical characteristics and interests.	
4. Have students make a list of similarities and differences between males and females. Have class discussion about sexual stereotypes. View "Masculinity" filmstrip.	
5. Role play giving and receiving compliments and praise. Discuss how praise makes you feel. Fill out "Who Am I" worksheets.	Worksheet C5 Worksheet C5a
6. Role play appropriate ways to react to criticism. Discuss how criticism makes you feel. Discuss ways to cope with negative feelings caused by being criticized.	You
TASK D: Student will demonstrate control of emotions by stating problems reasonably and controlling frustration.	
1. Watch filmstrips on human behavior. List ways to react to anger and stress on board as class brainstorms ideas.	
2. Evaluate positive ways to cope from list. Eliminate negative ways to cope from list.	
3. Role play responses to problems at work and school. Role play stating the problem; asking for help; and reacting to constructive criticism.	
4. Encourage student to compete with his own record. Reinforce good sportsmanship verbally.	
5. Encourage students to ask for help if they do not understand instructions or assignments.	
6. Make a "Dear Authority" box where students ask question about their problems, and they brainstorm possible solutions.	mailbox for letters You
TASK E: Student will keep a proper social distance.	
1. Demonstrate different acceptable distances depending on the relationship. For example, strangers, dates, friend, acquaintance.	
2. Have each student list as many roles he has as possible. Example: Student, son, cousin, friend, boyfriend, teacher's pet, group leader, etc.	
3. Assign half the class to observe other half for reactions to having body space invaded. Do not inform observed students about the activity. Have students list the names of students being observed and write down approximate distance someone approached before subject started to withdraw. Inform the students of the results and discuss.	

ACTIVITY	MATERIALS/RESOURCES
TASK F: Student will demonstrate acceptable conversational skills.	
1. Have students list annoying conversational habits on board (looking down, putting hand over mouth, shouting across room, interrupting conversations, etc.).	
2. Have student practice changing tone of voice, loudness, and speed of speech for different situations.	"Help Them Grow!"
3. Develop a list of rules to use as a guideline for conversational etiquette. Have class add and delete items until they are satisfied with it. Reproduce list and give one copy to each student.	
4. Practice interviewing by role playing the interviewer and then person being interviewed.	
5. Provide some time in class for student to socialize, if possible.	
TASK G: Student will use good manners.	
1. Teacher demonstrates a sequence of inappropriate behaviors. Students watch closely, and identify as many mistakes as possible. Have students fill out checklist for habits to avoid.	Worksheet G1
2. Pick two or three students to demonstrate how the teacher should have behaved in each case.	
3. Serve a luncheon in the classroom. Have student prepare the table setting, greet visitors, eat, discuss pleasant things, thank the host, and say goodbye to visitors.	China, silverware, napkins, food, tables, chairs, etc.
4. Role play different situations in which students must ask for help or information. Generalize to classroom, home, etc. It must be a habit.	

Worksheet C5

WHO AM I? DO I TRY TO UNDERSTAND PROBLEMS OF OTHERS?*

Have you ever sat and thought about yourself? You probably have. Do you like yourself? Are you happy with how you act? Who your friends are? How you get along with others?

This is a personal survey to see how honest you can be with yourself. It is a survey to find out how well you understand the problems of special education students. You do not have to show this to others, though sharing it with your teacher or classmates may help others think.

1. The best thing about me is that fact that I am ______________________ ____.
2. If I could change myself, the most important thing to do over would be my ____.
3. The thing that I know about special education students in this school is that they are ______________________________________.

Answer the following with a T for true and an F for false. Remember that these questions are to be answered on the basis of your personal opinion.

4. I like myself. _______
5. I am a pretty popular student in this school. _______
6. I need more friends. _______
7. At times, I have been picked on by my friends or some other group of kids. _______
8. Probably no one likes to be picked on a lot. _______
9. I need extra help at times in certain subjects. _______
10. We all have some types of learning problems. _______
11. I know a few special education students. _______
12. I would not be friends with special education kids. _______
13. At times, I have picked on some special education students. _______
14. I might be willing to be nice to special education kids if they were also nice. _______
15. No adult or teacher has ever talked to me about special education. _______
16. I would be willing to learn more about why we have special education. _______

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Worksheet C5a

WHO AM I? DOES IT MATTER IF I'M IN SPECIAL EDUCATION?*

Have you ever sat and thought about yourself? You probably have. What did you discover? Do you like yourself? Are you happy with how you act? Who your friends are? How others treat you?

This is a personal survey. No one will see it unless you give them permission. Maybe sharing it with your teacher or a friend would help you think about some things.

1. The best thing about me is that fact that I am ____________________
   ____.
2. If I could change myself, the most important thing to do over would be
   my ____.
3. I think that being in special education is ____________________
   ____.

Answer the following questions with a T for true and an F for false. Remember that all of these questions are to be answered on the basis of your personal opinion.

4. I am a popular student in this school. _______
5. I need more friends. _______
6. I would rather be alone. _______
7. I am kind of afraid to talk with other people. _______
8. People laugh at me. _______
9. Other people don't understand me. _______
10. I try to be friends with anyone who seems nice to me. _______
11. I like talking with other people. _______
12. Lots of people aren't too nice to me because I am in special education. _______
13. Nobody treats me differently just because I am in special education.
    ____
14. People sometimes call me "dumb". _______
15. Deep inside I think that I am pretty smart. _______
16. I wish I weren't in special education. _______
17. I think special education is good for me. _______

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Worksheet G1

CHECKLIST FOR HABITS TO AVOID

How Often Do You __________	Never	Sometimes	Often
1. Chew gum or eat sloppily.			
2. Smoke thoughtlessly.			
3. Bite your nails.			
4. Adjust underwear, i.e. bra straps, hose, etc.			
5. Cough or clear throat.			
6. Shout or laugh loudly.			
7. Sit with feet apart or lean over revealingly (for girls).			
8. Swear.			
9. Interrupt others.			
10. Shout across the room.			
11. Express strong opinions.			
12. Exaggerate.			
13. Walk in front of others.			
14. Criticize or belittle others.			
15. Talk about people behind their back.			
16. Pull up socks or slacks frequently.			
17. Pick at pimples or scratch head.			
18. Toss your head or brush hair back.			
19. Get ahead of others in line.			
20. Shake hands limply.			

ACCESS SKILL

STUDENT WILL DEMONSTRATE ACCEPTABLE SOCIAL AND WORK BEHAVIORS

NAME:

DATE COMPLETED	DATE RECHECKED	TASK ANALYSIS STEPS	TEACHER COMMENTS
		A. Student will take and follow through with authoritative instruction.	
		A.1. Student will demonstrate a positive and a negative approach to assigned tasks and label each.	
		A.2. Student will listen to people he/she admires or respects and recognize why.	
		A.3. Student will take an assigned task and follow through for at least 20 minutes before receiving a reward (praise, etc.).	
		A.4. Student will name 3-4 authority figures and tell why they have authority.	
		A.5. Student will keep a journal for 1-4 weeks in which he/she writes down each time he/she followed authoritative instructions.	
		A.6. Student will role play methods of following authoritative instructions from a: parent, teacher, boss, policeman, doctor, etc.	
		A.7. Student will accept criticism and praise in an instructional situation without display of anger or extreme pride.	
		A.8. Student will tell 3-4 possible problems in which people do not listen to authority figures and the outcome of those situations.	
		A.9. Student will role play with another student two people cooperating in a work situation.	
		A.10. Student will share materials when told to do so by an authoritative figure and keep track of the times he/she did so with and without instruction to do so.	
		A.11. When given a contract, the student will take and follow through with authoritative instruction consistently.	
		B. Student will demonstrate acceptable social behaviors (courtesy, friendliness, good manners, etc.).	

ACCESS SKILL

STUDENT WILL DEMONSTRATE ACCEPTABLE SOCIAL AND WORK BEHAVIORS

NAME:

DATE COMPLETED	DATE RECHECKED	TASK ANALYSIS STEPS	TEACHER COMMENTS
		B.1. Student will discuss in a group what good manners are and why we need them.	
		B.2. Student will role play situations in which he/she must use good manners.	
		B.3. Student will keep track of the times someone uses manners when speaking to him/her in a class situation.	
		B.4. Student will keep track (chart) of the number of times he/she was treated in a courteous manner at home for a given period of time.	
		B.5. Student will discuss in a group reasons why we should feel good about ourselves and our surroundings.	
		B.6. Student will ask to use others property using "please", "thank you", etc.	
		B.7. Student will use appropriate tone of voice to show courtesy and friendliness.	
		B.8. Student will display good manners in various given situations.	
		B.9. Student will compliment others when appropriate without reminders.	
		B.10. Student will ask another student with which he/she is not usually friendly to join him/her for a particular situation or event.	
		B.11. When given a contract, the student will demonstrate acceptable social behaviors without assistance consistently.	
		C. Student will demonstrate the ability to work with others.	
		C.1. Student will list reasons why he/she should work cooperatively with others.	
		C.2. Student will role play times when it is appropriate to work with others.	
		C.3. Student will keep track (chart) of the number of times he/she was asked to work with others and compare the number of times he/she did so for a given period of time.	

ACCESS SKILL

STUDENT WILL DEMONSTRATE ACCEPTABLE SOCIAL AND WORK BEHAVIORS

NAME:

DATE COMPLETED	DATE RECHECKED	TASK ANALYSIS STEPS	TEACHER COMMENTS
		C.4. When given a list of situations, the student will be able to identify which situations require working cooperatively.	
		C.5. Student will accept help from others at appropriate times.	
		C.6. Student will accept criticism from others in a positive manner.	
		C.7. Student will accept responsibility for his/her assigned tasks.	
		C.8. Student will schedule his/her activities so that all tasks are able to be completed in a given period of time.	
		C.9. Student will follow established rules.	
		C.10. Student will use appropriate manners to persuade a person or a group of persons to change a rule or tasks, and will not become upset if he/she does not succeed.	
		C.11. Student will offer help to others voluntarily.	
		C.12. Student will apologize without being told to do so or reminded to do so when appropriate.	
		C.13. Student will volunteer information on how to resolve a particular problem.	
		C.14. When given a contract, the student will demonstrate the ability to consistently work with others.	

ACCESS SKILL: DEMONSTRATE ACCEPTABLE SOCIAL AND WORK BEHAVIORS

TASK ANALYSIS STEPS: A-C

ACTIVITY	MATERIALS/RESOURCES
TASK A: Student will take and follow through with authoritative instruction.	
1. The teacher may lead the class in a discussion of why and when we all must follow authoritative instruction. The teacher would want to define the words "authoritative" and "instruction". Ask the children to come up with specific instances when they have had to follow authoritative instruction - such as at home (doing chores), at school (completing work, coming to class on time), in the community (riding your bike or driving a car in the direction of the arrow on a one-way street). Discuss why these instances and others the children might bring up are so important.	Group of students
2. A guest speaker (leader in the community, policeman, judge, juvenile officer, etc.) might speak to the students on what kind of instruction he must take and how that effects him, his job, and each of us. He might also speak on the subject of why we must learn to follow authoritative instruction throughout our life and not just when we choose to do so.	Guest speaker
TASK A.1.: Student will demonstrate a positive and negative approach to assigned tasks and label each.	
1. The teacher might introduce the terms "positive" and "negative" to the students as: "cooperative" and "not cooperative" (or whatever fits the circumstances for introducing this task). Ask the students to think of times when someone acted in a "positive" manner toward them in the past few days. (Remind students of times when their parents or teachers praised them for work well done, a time when someone was courteous to them, etc.). Allow 3-4 students to give quick stories of these happenings and then ask the same about "negative" attitudes toward them recently. (Students will probably need less reminding as these tend to stick in our minds longer.) Find out if students know why these attitudes occurred. Was it something the student said or did that triggered the other person to react that way? Was the other person extremely happy or extremely upset at that time?	
2. Allow the students to select a situation from the can in "A Can of Squirms." This can contains situations in which students get to role play various situations which might happen to them in daily life. Inform the students that you want one to take the "positive" approach to the problem and the other to take the "negative" approach. Encourage students to stand up, have eye contact, and try to come to some solution or conclusion within a 3-5 minute time frame.	A Can of Squirms
3. Give the student a sample worksheet with various situations and have the student write in the "positive" and "negative" approach to each situation - labeling which would be "positive" and which would be "negative".	Worksheet A.1.3

ACTIVITY	MATERIALS/RESOURCES
TASK A.2.: Student will listen to people he/she admires or respects and recognize why.	
1. Teacher can lead the discussion in the area of "respect" and "admiration". Ask the students if there is anyone they respect or admire and why. To start things off, the teacher might give an example ("For instance . . . when I was small I remember thinking that my Mom was the nicest person in the whole world. I admired her a lot.") Let each student give an example of someone he/she admires or has admired in the past. If they no longer admire that person have them think about why they no longer admire that person.	
2. Ask students to keep a record of the times they gave someone respect, who it was, and why they gave that person respect. Did they admire him/her before that particular instance. Have them keep this record for 2 days and then discuss the results. Then ask the students to triple the number of persons and events listed over the next 5 days. After the students have kept a weekly record of the times they showed respect to someone, have them share with the class the one that meant the most to them. You might even have the students share the event with just one friend and have those two students role play the situation for the rest of the group. Video tape the role plays for others to view and to review at a later time if possible.	Record book (spiral) Video tape Video camera
TASK A.3.: Student will take an assigned task and follow through for at least 20 minutes before receiving a reward (praise, etc.)	
1. The teacher introduces the next area to be covered and informs the students that they will be assigned a task and will be expected to follow through with the task without interruption for at least 20 minutes. (Some, of course, will be able to complete the full class period - others will not). Teacher must stress neatness and accuracy in the task. Then give the students a choice of tasks to be completed. (Students must work alone at these tasks, and it might be useful to have the student sign up for the task he/she wishes to do.) Tasks might include things like: designing a bulletin board, drawing a picture describing someone he/she admires, sorting out tools for a tool rack and putting each in its place, list foods in categories (fruits, vegetables, meats, etc.), planning a landscape for a yard, look up a topic of interest in the encyclopedia and copy it, lay out a pattern in order to cut out a shirt. Once the students have decided on the task (making sure it is something they know how to do with little or no assistance), have them begin the task and time them with a timer. When the timer goes off, be sure to praise the students individually for the amount of time he/she worked, quality of work, being quiet, and/or whatever applies. The teacher must be sure to be honest in the praise he/she gives in order to assist the student to evaluate his/her own work later on.	Depending on tasks selected, may need: tools (hammer, nails, etc.), pattern, pins, material, poster paper, pencil, scissors, encyclopedias, etc.
2. Once the students are able to perform a task alone for 20 minutes, begin to increase the amount of time by 5 minutes, if possible, until the student can work alone for the full period by using this as a follow up to various projects.	

ACTIVITY	MATERIALS/RESOURCES
TASK A.4.: Student will name 3-4 authority figures and tell why they have authority.	
1. The teacher will ask the students what an authority figure is and if they can name some. If they cannot, the teacher could point out that the President, lawyers, judges, firemen, doctors, teachers, and some students are authority figures. When they are placed in a position in which they are in charge and there are some rules that go with that position, then they are expected to make sure those rules are carried out - they are the figure who has the authority to keep things running smoothly. Ask the students to name someone who does not have authority in a situation. Then ask the students to name someone who does have authority in a situation. Then ask the students to tell a time when they are the authority figure (such as being President of a school club, when they are babysitting, etc.).	
2. Design a bulletin board and have each student bring in a picture of a person who they feel is an authority figure including a short paragraph describing why that person is considered an authority figure.	Bulletin board, poster paper, newspapers and magazines, etc.
TASK A.5.: Student will keep a journal for 1-4 weeks in which he/she writes down each time he/she followed authoritative instructions.	
1. The teacher will assign each student a journal to keep on the times in which he/she followed authoritative instruction for 1-4 weeks. Any student who has a question about this could go back to Task A.1. The teacher might also check the journals each day for the first week to make sure there are no questions. The journal might look something like the sample on Worksheet A.5.1. Follow-up: After the journals are complete, ask the students to briefly describe the time that was the most difficult for them to follow instruction and to try to decide why it was so difficult.	Worksheet A.5.1
TASK A.6.: Student will role play methods of following authoritative instruction from a: parent, teacher, doctor, boss, policeman, etc.	
1. This will be a fun day and would easily follow some of the above tasks at any time. Have the students list some of the times they had to follow authoritative instruction (from their journal or just times they recall). They will need to write them down on small pieces of paper. Put all of the pieces of paper in a box and have the students then select one other than the one they put in the box. Then in pairs they are to act out the roles they described on the paper. After the role play, the student who wrote the situation on paper will tell how the role play differed from how it was handled in real life.	Pencils, paper, box
2. Do the task as above, but pantomime the situation - using no words can sometimes be just as much fun and more informative.	

ACTIVITY	MATERIALS/RESOURCES
TASK A.7.: Student will accept criticism and praise in an instructional situation without display of anger or extreme pride.	
1. Teacher would introduce criticism by reading a story to the students in which someone was criticized or possibly disappointed. (Suggest any of the stories from the Coping With Series.)	Coping With Series by American Guidance
2. Ask the student to think of 2 or 3 times in which he/she was criticized and how he/she felt. Discuss this in small groups or pairs as this can be embarrassing. After the students have come up with a couple of situations, ask them to think of reasons why they were criticized. Discuss with the students that criticism can be constructive and destructive. We criticize ourselves sometimes and that can be either one. Ask the student to think of a way to give themselves constructive criticism (for example: "I should spend more time doing my homework and maybe my grades would improve."). Then ask them to think of destructive criticism we give ourselves (for example: "I get lousy grades because I'm a dummy!"). Ask the students to notice the difference.	
3. Have students determine times and places where criticism is necessary (such as on a job when someone is doing something so badly that it might harm someone).	
4. Ask the students to give each other constructive and destructive criticism and see which one they liked the best. Then remind the students to give themselves and each other constructive criticism when necessary.	
TASK A.8.: Student will tell 3-4 possible problems in which people do not listen to authority figures and the outcome of those situations.	
1. The teacher will point out that at times authority figures give orders, other times they must give constructive criticism.	
2. Discuss how listening to the authority figures may be beneficial. Give the students a teacher evaluation form and ask each one to honestly evaluate you and your performance as a teacher. Share with the students your feelings regarding the criticism - being honest to express your disappointment when it is felt, but showing how it still might benefit you and them in the long run.	
TASK A.9.: Student will role play with another student two people cooperating in a work situation.	
1. The teacher will ask someone to define cooperation. Once the word "cooperation" has been defined, the students will tell a situation in which he/she or someone else cooperated, either at home or at school. Choosing pairs, the students will role play cooperating in a work situation. For example: One student wants to write a report on a particular book and another student wants to do the same report. The teacher says only one of them can do the report. What should they do?	

ACTIVITY	MATERIALS/RESOURCES
TASK A.9.: CONTINUED	
2. After all students have role played two people cooperating at home or school, have each pair role play not cooperating in that same situation and tell the results of not cooperating.	
TASK A.10.: Student will share materials when told to do so by an authoritative figure and keep track of the times he/she did so with and without instruction to do so.	
1. Student will be asked to bring in something they would like to share with the class - such as a baby picture, a project they have completed, a trophy they won, a picture they took on a vacation, something they built, etc. After each student has shared his/her object, the teacher could ask why they did so. Students should be able to think of at least two reasons each why they shared these things (because we are proud of them, because we like the people in this class and want to share things, etc.). Then give the students an assignment which has to be completed by the end of the day and tell them they will have to share materials. The assignment might be in math, sewing, potting plants, wiring a small appliance, painting, etc. Discuss how there are not enough materials for each person and what can be done to remedy that situation. (Teacher give more time, work together in groups, work - using time wisely or just for a given period of time, etc.).	Baby pictures Depending on projects assigned: math books, poster paper, pots, plants, soil, wire, appliances, tools, etc.
TASK A.11.: When given a contract, the student will take and follow through with authoritative instruction consistently.	
1. After the above social skills have been accomplished, the teacher might wish to use either of the two contracts to insure the skill's appropriate and consistent use.	Contract A.12.1 Contract A.12.1a
TASK B: Student will demonstrate acceptable social behaviors (courtesy, friendliness, good manners, etc.).	
1. The teacher might introduce this unit on friendliness by using the film: "Free to Be...You and Me: Friendship and Cooperation." This movie attempts to look at interpersonal relationships with friends and relatives and to stress the rewards of a good friendly relationship.	"Free to Be...You & Me"
2. Teacher can tell the students that "having a friend means you must be a friend." Ask the student what they think that means and what they look for in a good friend. Share the ideas with the group and see how many students feel they are a good friend.	
TASK B.1.: Student will discuss in a group what good manners are and why we need them.	
1. The teacher can lead the class in a discussion on good manners and why we need them. The teacher would want to keep the conversation at a minimum and allow each person to	

ACTIVITY	MATERIALS/RESOURCES
TASK B.1.: CONTINUED	
speak. Some students may have remarks such as: "I won't be nice to someone unless they're nice to me." You might want to write these phrases down and discuss them at the end of the unit to see if the student still feels the same way.	
2. Break the students into pairs and ask them to brainstorm as to why we need manners. Require each group to come up with at least 5 reasons why we need good manners and in what situations they feel they would be most important. Then get back together in a group and see how many people had the same ideas and how many different reasons were found by the group collectively. As the students report them, the teacher might write them on a transparency which is displayed on the overhead projector.	Transparency, overhead projector, marker
TASK B.2.: Student will role play situations in which he/she must use good manners.	
1. In order to stress the need to be kind to others, not only so they will be kind in return, but because it gives us a feeling of respect and concern for each other, the teacher might write down several ideas in which the students would want to use good manners and have them draw the situations from a hat to be role played. Situations might include: seeing an old lady trying to cross a busy street; helping our parents carry in a heavy load of groceries, etc.; when someone asks us a question that is important; when asked directions by a stranger on the street; when behind a crowd of people who are looking at something and you are in a hurry; when someone gives us a gift; etc. As the students role play, allow no one to not show manners. When each scene has ended, ask if anyone would have done if differently.	
2. Ask the students to make up situations in which they think they should use good manners, choose a partner and role play the situation for the rest of the class. Try to keep the role plays to 3-5 minutes in length and have the students not playing the roles determine why that situations was chosen and if they feel it was role played well.	
TASK B.3.: Student will keep track of the times someone uses manners when speaking to him/her in a class situation.	
1. The teacher could give each student a checksheet so that they could write down each time someone used good manners when speaking to them. The checksheet might look something like the one on Worksheet B.3.1 and could be shared with the group on Friday - after a week of keeping track of the times they used good manners. A prize for the one using good manners most often and for the person who recognized its use most often might be nice.	Worksheet B.3.1 2 prizes

ACTIVITY	MATERIALS/RESOURCES
TASK B.4.: Student will keep track of the times he/she was treated in a courteous manner at home for a given period of time.	
1. This particular lesson will work only if the parents are fully aware of what is going on and why. The teacher should let the parents know the stress being placed on friendliness and courtesy in this unit and ask that they assist their child in writing down the times persons were friendly to him/her at home. Suggest to the parents that they review the list on Friday before the child turns it in to the teacher to remind them of other times or review why people were courteous to them in certain situations.	
2. Read each week's chart carefully and ask each student to discuss one of the situations - telling why that person was courteous and how it made the student feel. By focusing on the positive outcome of using good manners, possibly the students will not be reminded of any negative comments made to them. They must, however, remember that everyone has feelings and will not ALWAYS be as courteous as we would like them to be.	
TASK B.5.: Student will discuss in a group reasons why we should feel good about ourselves and our surroundings.	
1. The teacher might ask one student to tell why he should feel good about himself. Students might come up with reasons such as: "Cause we're neat," etc. Stress to students that "You are the only one of you living. You are unique, and unlike anyone else when you feel things - you feel things that effect you in a different way from anyone else." Then have the students list things they like about themselves. Make sure students list 6-10 things. If they cannot, have other students name things they like about that person - such as: He is good at playing baseball, she always says "Hi" to people, etc.	
2. Sometimes we think if we could just get away from ourselves we would feel much better. The teacher might point out to the students that liking our surroundings helps us to like ourselves and others with much less stress and strain. Gove each pair of students a map of your town, section off the town on a map, and have each pair of students spend some time listing as many things as they can think of about that area of the town that is positive. Each section will have its unique traits - some of which might just be that it has potential.	Map of your town (some banks &/or real estate agencies have maps of the town that they will give away)
3. Put all of the maps together onto one big map to display the good locations and reasons for liking our surroundings and ourselves.	
TASK B.6.: Student will ask to use others property using "please", "thank you", and so forth.	
1. The teacher could introduce the idea of manners being used in specific situations by showing the students "Good Table Manners" which depicts a 14 year old boy using poor table manners and how that would look in only a few years when he turns 21.	"Good Table Manners"

ACTIVITY	MATERIALS/RESOURCES
TASK B.6.: CONTINUED	
2. Practice with the students using good manners and first have them list all the polite phrases they can think of, such as: please, thank you, you're welcome, may I, etc. Make this a habit in the classroom.	
3. Assign the students to small groups to make posters, mobiles, etc. of good manners and rules that go along with them.	Poster paper, pens, string, etc.
TASK B.7.: Student will use appropriate tone of voice to show courtesy and friendliness.	
1. The teacher might yell to one student, "You are doing a very good job!" and then ask, "What was wrong with what I just did?" Hopefully the students will be able to say that he/she did not need to yell to say that. Point out to the students that the appropriate tone of voice is important in speaking to people and showing courtesy and friendliness. Discuss the double messages we give people when we say, "No, I don't want to go" in a sad voice and, "No, I don't want to go" in an angry voice. Let the students think of some times when they gave one message, but meant another. We all do this, but must be careful not to use it so frequently that people don't trust us or find us unfriendly or discourteous.	
2. Practice the appropriate tone of voice when speaking to someone, whether it's during a job interview or a family dinner.	
3. Give each student a checksheet so they can keep track of the number of times they used the proper voice when speaking to someone in a courteous manner. Checksheets could include columns for appropriate and inappropriate voice quality and could be kept by a peer one day and the student himself the next day.	
TASK B.8.: Student will display good manners in various given situations.	
1. The teacher could introduce using good manners once we know what they are by showing the film "Are Manners Important?" This film has open ended questions to conclude and follow-up regarding courtesy and the use of good manners. It is especially useful with elementary and junior high aged students.	"Are Manners Important?"
2. The teacher might assign a student to take something to the Library and use good manners in doing so. A check could be made after the student has returned as to his/her use of manners. Did he/she thank the Librarian for the use of the material? Did he/she talk quietly in the hallway on the way to the Library? Did he/she put the items returned in the appropriate place, or did he/she simply put them down and expect the Librarian to worry about putting them away? Assign each student with a peer to do a similar task around the school. Have the peer determine if they used appropriate manners or not. If not, the peer should point out after the situation what should have been done.	

ACTIVITY	MATERIALS/RESOURCES
TASK B.8.: CONTINUED	
3. Assign the students a skit to perform (3-5 people) in which good manners are used. Have the other class members evaluate how well the manners were used and then list situations in which these same manners could be used.	
4. The students could be assigned the task of having a party for another class or group and be expected to carry out these manners throughout the party.	
TASK B.9.: Student will compliment others when appropriate without reminders.	
1. The teacher will ask the students to define the word "compliment" and tell a time when they were complimented.	
2. Given a piece of paper and a pencil, each student will write on a piece of paper his/her name and put them in a box. All of the students will then draw one piece of paper from the box and write a compliment on that piece of paper for that student. The students will then place the paper back in the box to be drawn out by various students and read. The students should be required to read the compliments, not to the teacher, as this will give them the practice in saying these sorts of things without giggling.	Paper, pencil, box
3. As a teacher, remember to compliment students when they have done well or when they look nice, or when they use good manners, etc. This reinforces the appropriate use of complimenting others.	
TASK B.10.: Student will ask another student with which he/she is not usually friendly to join him/her for a particular situation or event.	
1. The teacher will stress cooperation and friendliness with each other and will assist another student he does not like very well when assigned to do so.	
2. Given an assignment for a project, records to listen to, or project to plan, two students who do not usually get along will work to complete the project with no arguments for up to a 20 minute time limit.	
3. When told to work in pairs, but with someone other than a close friend, students will ask another student to join him/her for that situation.	
TASK B.11.: When given a contract, the student will demonstrate acceptable social behaviors without assistance consistently.	
1. After the above social skills have been accomplished the teacher might wish to use either of the two contracts to insure the skill's appropriate and consistent use.	Contract B.11.1 Contract B.11.1a

ACTIVITY	MATERIALS/RESOURCES
TASK C: Student will demonstrate the ability to work with others.	
1. The teacher should point out the need to work with others and to do so using the above social courtesies. Ask the students if they can think of any situations in which they would not have to work with someone else. Most situations require working together, even if it is just getting groceries. We must buy the products at their price and pay for them at that time. We must cooperate.	
2. Ask students to design bulletin board displays with other students which depict people working well together. Require the students to work well together while doing so.	Poster board, paper, paint, string, tape, magazine pictures, etc.
TASK C.1.: Student will list reasons why he/she should work cooperatively with others.	
1. When asked to do so, the students will each list 10 reasons (or more) why they should work cooperatively with others. Some might be: so I can complete what I am starting (a job, a class assignment, etc.), so I don't get hurt, etc.	
TASK C.2.: Student will role play times when it is appropriate to work with others.	
1. The teacher will ask the students for a list of times when they feel they should make an extra effort to work well with others. The teacher could show that list on a transparency and allow students to work together in pairs or small groups to demonstrate times when it is appropriate to work well with others. If students do not list some obvious ones, the teacher would want to add them to the list. Some might include: going for a job interview, at work, in the classroom, on a team, at home, when in an unfamiliar situation or environment, during an emergency situation such as a fire, tornado, etc.	Transparency, overhead projector and transparency pen
TASK C.3.: Student will keep track (chart) of the number of times he/she was asked to work with others and compare the number of times he/she did so for a given period of time.	
1. Give each student a task in which he/she must work with someone other than a best friend. Check the students at 5 minute intervals to see how long they can work together. The task could be a game, cleaning bookcases, watching a film and discussing it, etc. At the end of the period, gather all of the class together to let them know how they performed, even though you hadn't told them what they were doing. This will allow them to honestly view their ability to work well with others.	
2. The teacher might want to assign each student a chart to keep track of the number of times he/she got along with someone versus the number of opportunities he/she had to do so. After a week of doing so allow the students to view their own progress and decide the percentage of time they actually did so. Ask the students to tell about the time they cooperated that was hardest and how they convinced themselves to continue to cooperate in that situation.	

ACTIVITY	MATERIALS/RESOURCES
TASK C.4.: When given a list of situations, the student will be able to identify which situation requires working cooperatively.	
1. List on a piece of paper situations in which students might have to cooperate and ask the student to tell which ones they would cooperate with and why. Then have them list in order the ones they would cooperate with telling which seems most important to them first, and so on. (See Worksheet C.4.1.) Have the students explain why we must cooperate in these situations.	Worksheet C.4.1
TASK C.5.: Student will accept help from others at appropriate times.	
1. Working cooperatively also means accepting help from classmates, bosses, teachers, parents, etc. The teacher might want to point out how everyone does things differently, and if we are unable to do something and someone can help use, we should accept that help.	
2. Ask the students to brainstorm about a time someone told them to do something and then insisted they do it in a different manner than the student wanted to. For example: Perhaps the student was going to make a dress and their teacher came by and told them a new way of putting in the hem. At that time, the student became very angry and just threw the dress down. Discuss with the students what they would do in such a situation. Accepting help can sometimes save us time and problems in the long run and we are all capable of learning.	
TASK C.6.: Student will accept criticism from others in a positive manner.	
1. The teacher might ask the students to think of a time in which they were criticized and ask how they felt. Point out that criticism may not feel good if it is not stated in an appropriate tone of voice, but can be very helpful in some situations.	
2. As an ongoing lesson, make sure students correct their errors when working, pointing out to them through constructive criticism what needs to be done to correct the errors. Require the students to do so without a negative reaction.	
3. Praise the students when they have done something well, and expect a "thank you" for the compliment. This is accepting criticism as well.	
4. Ask the students to tell a couple of situations in which they might not receive such good criticism/negative criticism and have them tell what they might do in that situation.	
5. As students see errors made by their classmates, have them point them out in constructive criticism and require that they follow up with praise when the task is completed well. This is done not to cause arguments, but for the students to see the value of constructive criticism.	

ACTIVITY	MATERIALS/RESOURCES
TASK C.6.: CONTINUED	
6. You might choose to show "How Honest Are You?", a film which shows the need to be honest to yourself and others and would reinforce the need for criticism of ourselves and others.	"How Honest Are You?"
TASK C.7.: Student will accept responsibility for his/her assigned tasks.	
1. Assign each student to list or draw his/her job(s) as they are assigned at home. Ask him/her to write the definition of responsibility as given in the dictionary. Discuss with the whole group how responsibilities vary from home to home and person to person as well as the definition might differ.	
2. "Beginning Responsibility: Taking Care of Things" is a good introduction for primary aged students.	"Beginning Responsibility"
3. Invite a guest speaker - the manager of a local store or office, a community leader, the Principal, or a parent - to speak to the group on the importance of accepting responsibility for assigned tasks. Have the students think ahead of time of tasks they are now performing which require responsibility (a job, babysitting, completing class assignments, etc.).	Guest speaker
4. Give the students a list of assigned tasks, allow them several days to complete them if necessary, but require that they complete the task. The important step here is to remember to check for completion of each task, but allowing them to take responsibility also for the time they put into the task. You might assign them something like: building a bird house, making placemats, repairing a classroom clock, or planning a week's menu, etc.	
TASK C.8.: Student will schedule his/her activities so that all tasks are able to be completed in a given period of time.	
1. Each student should be required to keep a calendar of assigned tasks or responsibilities (class papers due, club meetings, etc.). Check the calendars on a weekly basis once the students understand the concept.	Calendar (weekly and monthly)
2. Discuss why calendars are kept and how it can help to complete tasks on time in order to avoid failing a class, losing a job, etc.	
3. Discuss with the students the hazards of taking on too much. They must know that they can complete one task before accepting another responsibility. By taking on too many tasks, nothing will be done efficiently and that might hurt their grades, relationships, or cause them to loose their job, etc.	
4. Ask the students to discuss how scheduling their activities has helped them.	

ACTIVITY

MATERIALS/RESOURCES

TASK C.9.: Student will follow established rules.

1. Have the students establish some classroom rules and require them to follow those rules. Discuss why it is important to follow rules.
2. Once the rules have been established, ask the students to sign a contract stating that they understand the rules and agree to abide by them.
3. Assign each student to list some of the rules he/she might encounter in a work situation of his/her interest and tell how he/she could ensure that he/she would follow those rules. For example: When working in a kitchen, I would have to be sure to keep my hands clean at all times and to keep my hair pinned back, or; If I was employed as a carpenter it would be very important that I do only my assigned jobs, listen to my boss, be on time for work, keep myself clean and neat, be honest, accept criticism, bring my own tools if required to do so, etc. The students may have to do some research to find out what the requirements are for a job such as the one they express interest in.

TASK C.10.: Student will use appropriate manners to persuade a person or a group of persons to change a rule or task, and will not become upset if he/she does not succeed.

1. Taken from the work rules the students discover on Task C.9.3, assign the students to role play situations in which they would try to change one of those rules.
2. Assign students the task of coming up with some solution to the problem of the age to drive. Should we be 21 before we can get a license? Have one student take a stand and another take another stand. Let them really try to persuade each other, using good manners and no name calling. Allow it to go on for no more than 3 minutes.
3. Ask students what they think you should do if you cannot persuade someone to change a rule that you really don't like. Would you give up and quit your job or would you continue to try and see the usefulness of that rule and perhaps try to persuade them again at a later date?

TASK C.11.: Student will offer to help others voluntarily.

1. The teacher might ask for a volunteer to do something and not tell what it is. See how many people volunteer for the task. Then talk about why we would volunteer to help each other. Point out the idea of manners, mutual respect, and concern for others.
2. Encourage students to do volunteer work around the school and/or community. As a class, you might even take on a community project on a volunteer basis, such as reading to the elderly once per week or month.

ACTIVITY	MATERIALS/RESOURCES
TASK C.12.: Student will apologize without being told to do so or reminded to do so when appropriate.	
1. Discuss with the students why we apologize and when they think we should apologize. Point out that any time we hurt someone, whether it's intentional or not, we should apologize.	
2. When we make a mistake in grading papers, etc., remember to apologize.	
3. Ask students to think of times when they apologized and how they felt afterwards. Perhaps they felt embarrassed for a while, but probably quickly felt relieved from the guilt of what they had done.	
4. Point out that apologizing is not a sign of weakness, but rather a sign of good human quality which exists in all of us and should be used when appropriate.	
5. Discourage students from apologizing for everything. Some students would gladly apologize for being alive, and must recognize that not everything they do is wrong. Help them to pick out instances in which they may have made a mistake, but if it did not effect anyone or anything, it is not necessarily so important that they apologize.	
6. Practice saying apologies. What are some appropriate apologies? Let the students come up with some. Here are a few for starters: "Sorry", "I'm sorry", "Forgive me", "Excuse me", "I didn't mean to...".	
7. Until it becomes a part of their immediate response, remind students to apologize when appropriate.	
TASK C.13.: Student will volunteer information on how to resolve a particular problem.	
1. Discuss problems and some possible solutions and then ask the students to think of a problem they have. For example: A little brother that teases them all the time, or a conflict with a girlfriend or boyfriend that they wish to resolve. Ask for a volunteer for that person to try to solve the problem and let the two act out a scene in which the problem arises. Work out the problem in 5 minutes or less.	
2. Discuss with the students problems that are of concern to more people other than just themselves - say a school concern. Have the students volunteer information as to how to resolve the conflict. If the resolution is obviously not going to work do not tell the student why, but request him/her to tell why that would not work, and what would work.	
TASK C.14.: When given a contract, the student will demonstrate the ability to consistently work with others.	
1. From time to time remind the student of the contract.	
2. After all of the above skills have been taught and are felt to be adequate, the teacher might wish to use either of the two contracts to insure the skill's appropriate and consistent use.	Contract C.14.2 Contract C.14.2a

Worksheet A.1.3

Read the following situations carefully and write in the "positive" and "negative" response to each situation. Be sure to label the response either positive or negative.

Example: John has just asked Susan to go on a date. Susan says, "No, thank you." John could reply:

"Well, why not? You think ______ or "Okay. Maybe some other ______
you're too good to go out ______ time." ______
with me?" ______ ______
This is negative ______ This is positive ______

Situation 1: Dave's mother tells him that he can't go out to the party until he has completed all of his chores at home. Dave could reply:

______ or ______
______ ______
This is ______ This is ______

Situation 2: Amy's teacher tells her that she must finish her work or she will have to stay after school. Amy could reply:

______ or ______
______ ______
This is ______ This is ______

Situation 3: Nick's brother wants to borrow Nick's car for the evening. Nick says, "Okay, but you have to be home by 9:30 p.m." Nick's brother says that's not fair, because the party he wants to take it to doesn't start until 9:00 p.m. Nick could reply:

______ or ______
______ ______
This is ______ This is ______

Nick's brother could reply:

______ or ______
______ ______
This is ______ This is ______

Worksheet A.5.1

JOURNAL OF FOLLOWING AUTHORITATIVE INSTRUCTION

Monday - Today I had to clean out the garage when my Mom told me to. I hate cleaning the garage, but it sure looks better now.

Contract A.12.1

CONTRACT

In order to improve my ability to take and follow authoritative instruction, I, ______________________________, agree to the terms of this contract and will do my best to carry it out.

I, ______________________________, agree to:

> Follow all directions given by my teachers, principals, and other authoritative figures in my school throughout the entire school day.

This contract begins ______________________________ (date) and ends ______________________________ (date).

I, ______________________________, understand that if I do not follow this contract at all times, my parents will be called in for a conference with either my teacher or whomever the authority figure was that I did not show respect. The second time this happens, the principal will also be called in. The third time I break the contract, I will be suspended from school for 3 days and not be allowed to make up the work in my classes - losing credit for those three days.

I, ______________________________, understand the terms of this contract and also understand that my teacher, ______________________________, will give me 15 minutes of free time from my L.D. classroom on Friday for each week that I carry out the terms of this contract.

______________________________ Student's Signature	______________________________ Teacher's Signature
______________________________ Parent's Signature	______________________________ Principal's Signature
______________________________ Witness	______________________________ Date

Contract A.12.1a

CONTRACT

I, ______________________________, agree to take and follow through with authoritative instruction at all times. If I meet the agreement of this contract by ____________________ (date) I will be entitled to:

a. 15 minutes of free time from my L.D. classroom each Friday.

b. excused from my L.D. classroom activity for each month of completion of this agreement.

c. 25 extra credit points for each six weeks of completion of this agreement.

If I do not meet the agreement of this contract by _______________ (date) I will:

a. stay after school 30 minutes for each violation during the first week.

b. receive a zero for the day I did not meet the agreement.

c. have a change in class schedule to reduce influence of others who are not following authoritative instruction.

d. loose quarter credit in the class in which I am not following authoritative instruction.

e. write a 3-4 page paper on 3-4 authority figures and why they have authority.

I, __ ______________________, understand the terms of this contract and agree to meet these terms at the above mentioned time and to receive the rewards or punishments established in this contract.

______________________________	______________________________
Student's Signature	Teacher's Signature
______________________________	______________________________
Witness	Principal's Signature

____
Date

Worksheet B.3.1

I am keeping track of people who have used good manners when speaking to me during this class for one week.

Names Situations

____

____

____

____

____

____

____

____

____

____

____

And this is how each situation made me feel:

____

____

____

____

____

____

____

____

____

____

____

2

Contract B.11.1

CONTRACT

I, ______________________________, will agree to use acceptable social behavior while in school. I have learned what acceptable social behavior is, and am ready to carry out those skills on a full time basis. By acceptable social behavior I mean that I will be friendly, courteous, and demonstrate good manners at all times during the school day. If I, ______________________, complete this agreement, I, ______________________, will be entitled to 20 extra points per week of completion to be agreed to by my teacher, ____________________________, and awarded on a weekly point schedule.

If I, _________________________, do not uphold this agreement, I will:

a. the first week, loose 20 points that I had earned through work.

b. the second time, loose 20 points and spend 30 minutes after school for each violation of this agreement.

c. the third time, I will loose a week's worth of points and risk being suspended from the class in which I violated this agreement.

I, ____________________________, understand and agree to the terms of this contract on this date, ______________________________.

Date began ________________________

____
Student

Dates checked	Dates met
_______________	_______________
_______________	_______________
_______________	_______________
_______________	_______________

____
Witness

____
Teacher

____
Principal

Contract B.11.1a

____
Date

CONTRACT

I, _______________, hereby declare that I will use acceptable social behavior while in school. By acceptable social behavior I mean:

being friendly to everyone at school.

using good manners (when sitting, eating, listening in class, answering questions, etc.).

This job will be considered successful when I have completed all of the above requirements consistently for 1 month.

____
Student

____
Teacher

____
Witness

For successful completion of the above agreement, I will be entitled to 1 free period from school to be approved ahead of time by my teacher, principal, and myself.

Date began _______________

Date completed _______________

____
Student

____
Teacher

____
Principal

Worksheet C.4.1

Situation 1:

You are on a desert island and you want to go home very badly. It is just you and one other person on the island. Is this a situation in which you must cooperate? Why or why not?

Situation 2:

You are starting a new job and you want to keep it. Your boss tells you to do something you really hate to do and you have to perform that task with a person you don't really like. Would you cooperate? ______ If yes, how would you cooperate?

Situation 3:

You and a friend are in a store. Your friend shoplifts a watch and tells you not to tell on him/her. Would you cooperate? ________ What would you do?

Situation 4:

You are in a shopping center and you see a woman spanking her child and she seems to be carried away - beating the child. You stop and tell her that maybe she should stop and she tells you to shut up. Would you cooperate? _________ Why or why not?

Contract C.14.2

CONTRACT OF AGREEMENT

This contract is an agreement between ______________________________ (student's name) and ______________________________ (teacher's name), and is binding from ______________________ (date) until ______________________ (date). This contract will be reviewed by the above mentioned parties, __________________________ (student) and __________________________ (teacher) on a weekly basis.

The terms of this agreement include all aspects of my, ______________ (student), ability to work with others. In order to demonstrate this ability, I, ______________________ (student), agree to demonstrate a positive approach to things in and out of the classroom. I will keep a weekly journal of times and places where I worked well with others as well as times when I had a difficult time working well with others, but found a positive way to do so.

Once the terms of this contract have been completed for one week, I, ____________________ (teacher), will offer ______________________ (student) and opportunity to choose either a free period from one of his/her classes or 20 extra credit points.

The terms of this contract are understood by both parties and are binding upon the completion of the student's portion of the agreement. Once the student has completed the task, the teacher will be responsible for carrying out the terms of the contract as agreed to by him/her. If the teacher fails to provide the rewards, the student has the right to take the matter to the principal.

______________________________ Date	______________________________ Student
______________________________ Principal	______________________________ Teacher

Contract C.14.2a

CONTRACT

I, ______________________________, do hereby agree to meet the terms of this agreement between myself and my teacher, ____________________________.

I agree to do the following things by ________________________ (date).

a. Help a student I don't like very well when asked to do so. ________ (date)
b. Check off the things I do that are needed to be friendly. ________ (date)
c. Role play a situation in which I have to get along with and work well with a group. ________ (date)
d. Make a scrapbook to show people working together in group activities using magazine pictures or drawings. ________ (date)
e. Wait my turn to speak in class every day and chart the time. ________ (date)
f. Write or tell an incident in which everyone cooperated. ________ (date)
g. Tell at least 2 reasons for sharing. ________ (date)
h. List and describe 3 incidents in which everyone in the classroom shared. ________ (date)
i. Use other's things only when I have asked permission. ________ (date)
j. Participate in competition in the classroom and accept the outcome with good humor. ________ (date)

I, ______________________________ (teacher's name), do hereby agree to follow up this contract by:

a. checking with the student as to his/her progress daily.
b. praising the student when he/she completes any portion of this agreement.
c. reminding the student to wait his/her turn in class before speaking by cueing him/her (tapping my finger on my lips to be quiet).
d. carefully reading and responding to each portion of the contract that is completed in writing.
e. giving the student at least 3 opportunities to compete in a classroom activity.
f. giving the student reinforcement whenever I see him/her - in other classes or the hallway - working with others.

When the total contract has been met, the student will be allowed 30 minutes of free time to be agreed upon by ________________________ (teacher) and ________________________ (student) prior to that date.

Date ____________________________
Witness ____________________________

Student ____________________________
Teacher ____________________________
Principal ____________________________

RESOURCES

Coping With Series. American Guidance Service.

Films (available from the Academic Support Center, UMC):

"Are Manners Important?"

"Beginning Responsibility"

"Free to Be . . . You & Me"

"Good Table Manners"

"How Honest are You?"

Game (available from the College of Education, IMC, UMC):

A Can of Squirms

ACCESS SKILL

STUDENT WILL DEMONSTRATE
MINIMUM PERSONAL HYGIENE

NAME:

DATE COMPLETED	DATE RECHECKED	TASK ANALYSIS STEPS	TEACHER COMMENTS
		A. Student will keep body clean and odor free. B. Student will practice good dental hygiene. C. Student will care for hands, feet, and face properly. D. Student will demonstrate appropriate hair care practices. E. Female students will demonstrate proper menstrual cycle hygiene. F. Student will keep clothing neat and in good repair. G. Student will practice good health habits.	

ACCESS SKILL: STUDENT WILL DEMONSTRATE MINIMUM PERSONAL HYGIENE

TASK ANALYSIS STEPS: A-G

ACTIVITY	MATERIALS/RESOURCES
TASK A: Student will keep body clean and odor free.	
1. Have the group brainstorm items needed for a bath or shower to prepare for the film "Soap, Scents, and the Hard, Hard Sell" or "A Look at You: Health." Have class discussion of film.	Worksheet A1 Soap, towel, wash cloth, bath brush, bath oil, loofa sponges, etc.
2. Begin a classroom interest area where hygiene items will be displayed throughout the unit. Items will be accessible to students for examination and demonstration.	
3. Make a pictionary using certain vocabulary words chosen by class and teacher. Cut out magazine pictures to illustrate these hygiene words throughout the unit. Examples: soap, towel, wash cloth, bath brush, nail brush, etc.	
4. Make a classroom chart and give points for showering after gym class.	
5. Discuss the need for clean underwear daily, bacteria build-up, etc.	
6. Go to supermarket and examine various brands of deodorants anti-perspirants, prices, ingredients, and so on. Use consumer activity sheet to compare.	Neighborhood supermarket within walking distance of school or transportation for field trip
7. Add deodorants and anti-perspirants to classroom display. Have students try a brand different from the one they presently use, then report back to the class about its effectiveness as compared to their own brand.	Various brands of deodorants
TASK B: Student will practice good dental hygiene.	
1. Have a dental assistant or dentist lecture on brushing and flossing. Allow students to practice proper techniques of using brushes, floss, and disclosure tablets. Distribute pamphlets on brushing, flossing, and trips to dentist.	Floss, toothpaste, toothbrushes, disclosure tablets, topical flouride, mirror Pamphlets from dentist or Division of Health
2. Show examples of people with bad oral hygiene and those with good oral hygiene. Ask students to pick whom they would rather be seen with.	
3. Show one of the films mentioned in Resources. Make up a discussion sheet to use with students after viewing.	
4. Add new pictures and vocabulary to pictionary.	
TASK C: Student will care for hands, feet, and face properly.	
1. Demonstrate manicure and pedicure, discussing items needed for each. If possible have manicurist demonstrate on one of the students.	Manicurist Manicure scissors, cotton balls, fingernail polish and remover, orange wood sticks, foot powder, nail brush
2. Discuss the need for students to wash hands at appropriate times -- before and after lunch, after messy projects, after blowing nose, using bathroom, etc. Do some short role playing.	

ACTIVITY	MATERIALS/RESOURCES
TASK C: CONTINUED	
3. Make a collage using pictures of products needed for hand and foot care.	Magazines for pictures to use in collage
4. Have a barber demonstrate proper shaving techniques.	Razor, razor blades, shaving cream, shaving gel, etc.
5. Discuss need and methods of shaving for girls.	
TASK D: Student will demonstrate appropriate hair care practices.	
1. Begin this task step with a review of what has been discussed to date. Show films of personal hygiene for boys and girls. Prepare a discussion sheet for after viewing or have a predetermined panel discuss the aspects of interest from the film and comments from class.	
2. Give students a checklist for proper hair care and have them record their practices for one week at a time.	
3. Have a beautician student demonstrate proper methods of shampooing, rinsing, and styling; discuss types of shampoos and conditioners to use for different types of hair. Demonstrate use of items such as blow dryers and curling irons.	Beautician student Shampoo, conditioner
4. Have student bring bottles or labels from favorite hair care products to add to classroom display or peronal hygiene products. Discuss the use of each. Also how cost doesn't mean "best."	Shampoos, creme rinses, hot oil treatments, combs, brushes, etc.
5. Have student determine what type hair he/she has and obtain hair care products that are appropriate. Designate a shelf or area for storage of his/her personal hygiene products.	
6. Add hair care items and terms to pictionary.	Hair style magazine and wigs
7. Show film to class and discuss different styles and schedules for hair care.	Curling irons, blow dryers, curlers, etc. for demonstration
8. Have students look through hair care magazines and pick out styles that they think would flatter them and other class members.	
TASK E: Female students will demonstrate proper menstrual cycle hygiene.	
1. Have school nurse discuss menstrual cycle and hygiene needed during menstruation.	Use local school's health or biology textbook for reference for factual information
2. Show film about menstruation and have open discussion. Include "what if" situations and how to handle them, e.g. odor problems caused by extra heat, improper bathing, spotting, unexpected timing.	
3. Explain how and require proper disposal of used tampons and pads.	
4. Have girls make a small packet for their purses with menstrual needs.	
5. Brainstorm some rules and/or habits to develop about menstruation -- (girls only -- to dispel old wives tales).	

ACTIVITY	MATERIALS/RESOURCES
TASK F: Student will keep clothing neat and in good repair.	
1. Take a field trip to a home or laundromat. Wash and dry a load of clothes demonstrating how to sort clothing, proper setting on the machines, types of detergents, spot removers, pre-treatments, fabric softeners, bleaches available, and doing laundry. Remember to fold or hang clothes immediately after removing from dryer. Encourage student to learn to do various parts of laundry at home such as sorting his/her own clothing, washing clothing under supervision, drying, hanging, folding, etc.	Laundry products, washing machine, dryer, clothes hangers, moth products
2. Demonstrate proper methods of ironing. Include what happens when you iron clothes with perspiration in them.	Iron, ironing board, Magic Sizing, spray bottle, hangers
3. Role play situations where the need for mending could create problems for employment and social situations.	
4. Have students bring in clothing that needs repair and assist them in mending the items. Have all student first sew on a button. Ask the home economics teacher for assistance. Have student agree to go through clothes and mend one item a day until all clothes are in good shape.	Sewing items, patches, iron-on tape, and other repair materials
5. Make a bulletin board of clean, neat people and contrasting sloppily dressed people.	
6. Provide a 3-sided full length mirror, a chart listing items to check and samples of items needed for care of appearance. Have students inspect themselves as they enter the classroom and check off items that are acceptable.	
7. Have students observe each other and tell one thing about the student that looks especially nice that day. Require only positive comments to be made.	
TASK G: Student will practice good health habits.	
1. Have students self-monitor their own health habits by tallying each time they fail to cover their mouth when they cough or sneeze, dispose of tissue properly, blow nose quietly, etc.	
2. Show one or more health film followed by a discussion led by trained speakers in the field, such as public health officials.	
3. Show film on good eating habits and have students plan and prepare a balanced lunch using a chart of the four food groups.	
4. Encourage students to bring in articles from newspapers and magazines about health related topics, then have class discussions about them.	

Worksheet A1

HYGIENE SELF CHECK LIST -- HOW DO YOU LOOK?
PRE AND POST TEST

	usually	sometimes	often
1. Do you bathe or shower every day?			
2. Are your clothes ironed and mended?			
3. Do you use scented products sparingly, if at all?			
4. Do you use deodorant or anti-perspirant after bathing or showering?			
5. Do you get 7 or 8 hours of sleep every night?			
6. Is your hair usually clean and brushed or combed?			
7. Do you wash your hands often?			
8. Are your fingernails clean?			
9. Are your clothes clean?			
10. Do you use little if any make-up?			
11. Do you brush your teeth at least twice a day?			
12. Do you eat balanced meals every day?			
13. Do you shave often enough to avoid stubbles?			
14. Are your shoes cleaned and shined when needed?			
15. Do your clothes look neat and straight?			
16. Do you cover your mouth when sneezing or coughing?			
17. Do you blow your nose quietly and privately?			
18. Do your clothes fit properly?			
19. Do you wash and dry feet carefully and change socks daily to avoid foot odor?			
20. Do you avoid nervous habits such as biting fingernails?			
21. Do you change your clothing daily?			
22. Do you dispose of used tissues properly?			
23. Do you use dental floss to clean between teeth?			
24. Do you use good posture when standing or sitting?			
25. Do you exercise regularly?			

Worksheet A6

CONSUMER ACTIVITY

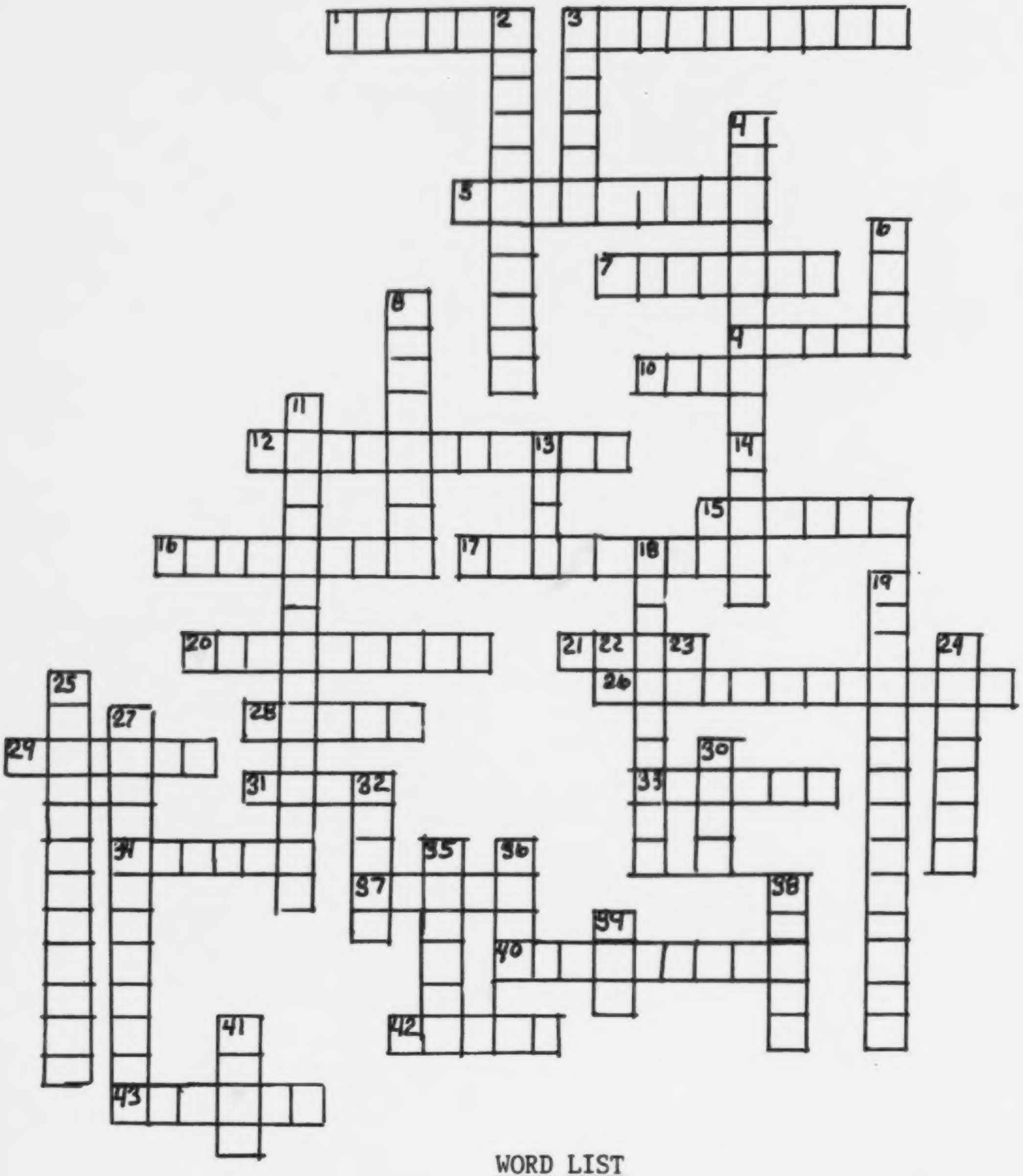
	Type of Product		
	Brand Name		
	Weight		
	Manufacturer		
	Size		
	Price		
	Price per unit		
	Are ingredients listed		

What factors cause the consumer to buy one brand of product rather than another?

Why does the store offer a variety of brands of each product?

What factors other than size or weight might affect the price of a product?

Worksheet G1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WORD LIST

FLOSS
SHAMPOO
DEODORANT
ANTIPERSPIRANT
TOWELS
SOAP
HAIR CONDITIONER
SHAVING CREAM
RAZOR BLADES
SHAVE
BATH
SHOWER
MANICURE OR PEDICURE
TOOTHPASTE
BRUSH
COMB
TISSUE
FILE
IRONING BOARD
HA
AS
FRUITS
HAND CREAM
DIET
NUTRITION
MENSTRUATION
RINSE
STYLE
FLORIDE
MEND
TAMPON
IRON
DETERGENT
LAUNDRY
FABRIC SOFTENER
SPOT REMOVER
PADS
SEW
WASHER
DRYER
NEEDLE
THREAD
PATCH
TOOTH BRUSH

Worksheet G1 (continued)

ACROSS

1. One of the four food groups, ______________ and vegetables.
3. Used with paste to clean teeth.
5. Applied to underarms after bathing to prevent odor.
7. Soap used in hair-washing.
9. What you must do after shampooing.
10. To clean between teeth, use dental ______________.
12. Sharp edges used for shaving.
14. To smooth out wrinkles in clothing.
15. Menstrual protection worn inside the body.
16. Caring for feet and toenails.
17. Having to do with food.
20. Applied to soften skin.
21. To wash in a tub -- take a ____________.
26. Soap used with a razor to remove hair.
28. To fix hair attractively.
29. Cloth used to dry body after bath or shower.
31. Item used to smooth hair.
33. Cleaning body under running water.
34. Soft paper used for blowing nose.
37. To remove whiskers.
40. Soap used for cleaning clothes.
42. Machine for removing water from clothes.
43. Sharp tool used for sewing.

DOWN

2. For cleaning stains on clothing.
3. String used with a needle for sewing.
4. Applied to underarms after bathing to keep dry and odor free.
6. Tool for smoothing rough fingernails.
8. Substance added to toothpaste to prevent cavities.
11. Sometimes used to add body to hair.
13. Your ____________ consists of the foods you eat.
18. Cleaner put on a brush to clean teeth.
19. Added to washer or dryer to remove static cling.
22. Wash hand as often _____ needed.
23. Sound of a laugh.
24. Wash clothes and dry them . . . do the ______________.
25. Device like a table used for pressing clothes.
27. Monthly cycle in girls.
30. Used with water for cleaning.
32. Bristled tool for arranging hair.
35. Machine used in cleaning clothes.
36. To sew up a tear in clothes.
38. Cloth sewn over a hole.
39. To use a needle and thread.
41. Absorbent material used during menstruation.

RESOURCES

You. Tremble, C. Richards.

Life School: Health Module. Available in Hickman High EMH room.

FILMS:

Free from the Division of Health

"A Look at You"
"A Look at You: Health"
"Changes"
"Clean and Neat with Harv and Marv"
"Girl to Woman"
"Haunted Mouth"
"It's in Your Hands"
"Mission Nutrition"
"Personal Health for Girls"
"Personal Health for Boys"
"Soap, Scents, and the Hard, Hard Sell"
"Superjock"
"Toothbrushing with Charlie Brown"

Free from General Mills

"Good Eating Plan"

Free from the public library

"Alcohol and You"
"Almost Everyone"
"Drinking Driver"
"Drug Problem" What Do You Think?"
"Eating on the Run"
"Fad Diet Circus"
"Scag-Herion"
"Snacking -- Garbage in Your Gut"
"The Drag"
"Until I Get Caught"

ACCESS SKILL

STUDENT WILL PRACTICE PERSONAL HYGIENE AND GROOMING SKILLS

NAME:

DATE COMPLETED	DATE RECHECKED	TASK ANALYSIS STEPS	TEACHER COMMENTS
		A. Student will practice personal hygiene and grooming skills every day. B. Student will practice personal hygiene and grooming skills every week. C. Student will present himself/herself in a pleasing appearance.	

ACCESS SKILL: STUDENT WILL PRACTICE PERSONAL HYGIENE AND GROOMING SKILLS

TASK ANALYSIS STEPS: A-C

ACTIVITY	MATERIALS/RESOURCES
TASK A: The student will practice personal hygiene and grooming habits every day.	
1. Administer pre-test.	Worksheet A1 -- Pretest
2. Have a class discussion concerning the importance of bathing daily. Also discuss the ramifications of not bathing daily.	Self-Care Female Series
3. Have students put the steps of bathing in correct sequence.	Worksheet A3
4. Have a class discussion concerning the importance of using a deodorant or anti-perspirant. Also discuss the social ramifications of not using deodorant daily.	
5. Divide the class into groups of two. Role-play the following situation: One student pretends he has come to school dirty and has a body odor problem. The other student talks to the "dirty" student about his problem and what he can do to improve his problem.	Worksheet A3
6. Students can make a bulletin board display of various kinds of deodorants.	magazines, discount store advertisements
7. Have students discuss the proper way to brush teeth and then have them demonstrate the proper method.	toothbrushes and toothpaste
8. Have a class discussion on different skin types. Give students the questionnaire to help determine their skin type.	Worksheet A8
9. Have students identify "do's" and "don'ts" for care of their faces.	Worksheet A9
10. Have students examine their hands and fingernails. Ask students the following questions: Do your hands look clean? Do your hands look well-cared for or are they dry and chapped? Are your fingernails clean?	
11. Have a class discussion on the proper way to wash hands. Also discuss ramifications of not keeping your hand clean.	
12. Administer Clothes Care Inventory to students. Discuss the results.	Worksheet A12
13. Have a class discussion on the importance of clean clothes, shoes and socks and changing underwear daily.	Self-Care Female Series Self-Care Male Series
14. Have students discuss reasons why their hair should be brushed and/or combed every day. Include the following: a. Brushing and/or combing leads to healthy hair b. It removes the loose scales accumulated on the scalp. c. It distributes oil evenly through the hair.	
15. Have the students identify the "do's" and "don'ts" in brushing and/or combing their hair.	Worksheet A15

ACTIVITY	MATERIALS/RESOURCES
TASK A: CONTINUED	
16. Divide the class into groups. Have them examine their combs or brushes to determine if they are appropriate. Also have the students demonstrate the correct method of combing and brushing their hair.	
17. Posture is the way you stand and sit. Ask the students the following questions: a. How do you walk, stand, sit? b. When you walk do you "walk tall"? c. Do you stand up straight?	
TASK B: The student will practice personal hygiene and grooming habits every week.	
1. Have students discuss the reasons for regular shampooing of the hair. For example: a. It removes oil and dirt that settles on hair. b. It is one of the best remedies for healing or preventing blemishes. Oil, dirt, and dandruff falling on the face around the hairline may lead to possible skin problems.	Self-Care Female Series Self-Care Male Series
2. Have students determine what their hair type is.	Worksheet B2
3. After students have determined their hair type, have them determine how often they need to shampoo their hair and with what type of shampoo. Have them use worksheet as a guide.	Worksheet B2
4. Using worksheet as a guide, have students discuss the steps for good shampooing.	Worksheet B4
5. Using worksheet as a guide, have a class discussion on the procedure for manicuring fingernails. Then have students complete worksheet B5a.	Worksheet B5 Worksheet B5a
6. Identify the two types of razors--electric and blade type. Have the students determine what type of razor they use or will use in the future. Also have them determine how often they shave or should shave.	Self-Care Male Series
7. This exercise is for boys. Review the steps for shaving, use worksheet B7 as a guide.	Worksheet B7 Self-Care Male Series
8. This exercise is for girls. Have the girls discuss shaving underarms and legs--why underarms should be shaved, how often to shave, reasons for shaving legs, and how often to shave legs.	
TASK C: Student will present himself/herself in a pleasing appearance.	
1. Have students make a bulletin board display of good and poor grooming habits.	Magazines
2. Have students make a counter display of grooming tools such as soap, deodorant, and comb. Follow-up: Have students list the grooming tools they use at home.	Grooming tools

ACTIVITY	MATERIALS/RESOURCES
TASK C: CONTINUED	
3. Have a class discussion on the role of proper grooming in obtaining and keeping a job.	
4. Use the following situation for class discussion: If you were the owner of a new department store which was about to open in a shopping mall, what rules would you make about the personal appearance and clothing of sales employees?	
5. The pretest can be readministered to determine what improvement the student has made concerning his/her personal appearance.	Pretest
6. A daily chart can be developed by the student to use as a reminder of the weekly grooming habits.	

Worksheet A1

PRETEST

Read the hygiene and grooming chart below and check your own appearance.

Hygiene/Grooming Habit	YES	NO
Bath or shower taken every day		
Deodorant or antiperspirant used every day		
Teeth brushed at least once a day		
Hair is clean and brushed		
Face washed at least once a day		
Hands are clean and nails are trimmed		
Clothes are clean, neat, and pressed		
Hair is washed at least once a week		
Shoes are clean and polished		
Legs, underarms, or face shaved at least once a week		
Underwear and socks changed daily		
Good posture--stand and sit up straight		

Worksheet A3

Put the steps of bathing in the correct order. Use 1 for the first step.

_____ Rinse thoroughly.

_____ Lather entire body.

_____ Collect necessary bathing supplies.

_____ Dry yourself with a towel.

_____ Scrub dirt-gathering areas such as knees, heels, and elbows.

Answer Key:

4
2
1
5
3

Worksheet A7

BRUSHING YOUR TEETH

Directions: Place a T in the blank if the statement is correct and an F in the blank if the statement is false.

_____ 1. When you brush your teeth, one minute is long enough to do a good job.

_____ 2. When you cannot brush, rinse your mouth out with water.

_____ 3. You only need to see a dentist when you have a toothache.

_____ 4. Your top teeth should be brushed with a downward motion.

_____ 5. The best way to brush your teeth is with the back and forth motion.

_____ 6. Use dental floss to remove pieces of food from between teeth.

_____ 7. It is not necessary to brush your teeth every day if you rinse your mouth out with water after every meal.

_____ 8. You have to scrub very hard with a back and forth motion to get your teeth clean.

_____ 9. Use a mouthwash after brushing to freshen your breath.

_____ 10. The lower teeth should be brushed with an upward motion.

Answer Key:

1. F
2. T
3. F
4. T
5. F
6. T
7. F
8. F
9. T
10. T

Worksheet A8

QUESTIONNAIRE ON SKIN TYPE

Check the list below to determine your skin type.

1. Blackheads and blemishes are a frequent problem. ________
2. My make-up changes color. (girls) ________
3. I have lines around my eyes. ________
4. My skin itches and flakes. ________
5. My skin is somewhat dry in the winter and tends to be a bit oily in the summer, but this is not a problem. ________
6. I constantly have a strip of oil from forehead to chin. ________

1 and 2 indicate an oily complexion.

3 and 4 indicate a dry complexion.

5 is normal.

6 suggests a combination skin--oily in the middle and normal everywhere else.

Worksheet A9

FACE/SKIN CARE

Write as many things as you can think of about face/skin care in the space below. Check your answers with the teacher.

DO	DON'T

Worksheet A9
Answer Key

FACE/SKIN CARE

DO

1. Wash your face with soap and warm water.
2. Rinse it with clear water and pat it dry gently.
3. Wash it two, three, or four times every day.
4. Use a special soap if you have a skin problem.
5. To avoid oily skin, wash and dry your face often.
6. Boys--be careful shaving if you have a skin problem.
7. Find out about special lotions for your face if you have a skin problem.

DON'T

1. Don't use dirty washcloths to wash your face.
2. Don't pick your skin or squeeze pimples.
3. Don't eat food that will make acne worse.
4. Girls--don't put on too much make-up.
5. Girls--don't put old make-up on an unwashed face.

Worksheet A12

CLOTHES CARE INVENTORY

Check the list below to determine how your clothes look and how you take care of them.

1. Clothes are clean. ______
   Clothes are dirty. ______
2. Clothes are pressed. ______
   Clothes are wrinkled. ______
3. I put on clean underwear every day. ______
   My underwear is not changed every day. ______
4. I put on clean socks or hose every day. ______
   I do not always put on clean socks or hose every day. ______
5. Buttons or snaps are on clothes where they belong. ______
   Buttons or snaps are missing from my clothes. ______
6. My clothes are in good repair. ______
   I have rips, tears, or holes in my clothes, socks, or hose. ______
7. At home, clothes are hung up. ______
   At home, clothes are thrown on the floor or over a chair. ______
8. My shoes are clean and polished. ______
   My shoes are dirty. ______

Worksheet A15

BRUSHING AND COMBING YOUR HAIR

Check only the correct statements concerning brushing and combing your hair.

_____ 1. Repeated brushing will ruin your hair style.

_____ 2. Combs should have even, closely spaced narrow teeth with smooth, rounded edges.

_____ 3. Combs do not have to be of good quality since you use a brush more.

_____ 4. Use a firm, regular stroke in brushing your hair.

_____ 5. When you brush your hair, pull the brush through the hair close to the scalp in a smooth motion.

_____ 6. Brushing helps a hair style hold its shape better by giving it body.

_____ 7. Brushing your hair makes it fall out.

_____ 8. A natural-bristle brush or one with soft, round-tipped bristles is best for your hair and scalp.

_____ 9. If you do not have a comb or brush and your hair needs to be combed or brushed, borrow a comb or brush from a friend.

_____ 10. Your comb and brush should be washed regularly in soap and water.

_____ 11. Very long hair should not be brushed clear through to the ends in one stroke.

_____ 12. Avoid stiff bristle brushes with squared-off tips that can scratch the scalp or split hair.

_____ 13. If your hair is tangled, yank it even though it pulls hair out.

_____ 14. At least once a day, brush your hair in a firm smooth manner--ten or twelve strokes.

_____ 15. Using a free hand as a holding anchor during brushing lowers the strain on the hair shafts and roots and prevents needless pulling out or breaking

Answer Key:

The following numbers should have been checked:
2, 4, 5, 6, 8, 10, 11, 12, 14, 15.

Worksheet B2

HAIR TYPES

_____ Regular or dry hair can go two or three days without washing and still look nice.

_____ Oily hair looks matted down and greasy the next day after you shampoo.

_____ Combination hair has an oily scalp and dry ends.

SHAMPOO FORMULA

_____ Oily hair needs to be washed every day or at least every other day. Choose a shampoo especially designed for oily hair because of its oil-dissolving ingredients.

_____ Dry hair needs to be washed at least once a week. Choose a shampoo especially designed for dry hair.

_____ Color-treated or damaged hair needs to be washed at least once a week. Select a shampoo designated as "gentle."

_____ Problem-free hair should be washed at least once a week. The "normal" formula of shampoo is the best choice.

Worksheet B4

STEPS FOR GOOD SHAMPOOING

1. Brush hair thoroughly and/or massage scalp gently.
2. Wet hair completely with warm water.
3. Apply a little shampoo--only a little will give you a big lather when you use a good quality, rich shampoo.
4. Rub the shampoo in on top of the head and behind the ears. Work shampoo through to hair ends. Massage scalp with fingertips, giving special attention to the hairline.
5. Rinse thoroughly with warm water. Any leftover suds will make the hair look dull.
6. Lather and rinse a second time if needed.
7. Apply creme rinse or conditioner generously and work it through wet hair to the ends; rinse well with warm water.
8. Gently squeeze excess water from hair and wrap head in soft towel. Press towel against the head to blot and remove water. Do not rub or scrub as you dry as this will tangle and lead to split ends later.
9. Comb hair to prepare for styling.

Worksheet B5

MANICURING YOUR FINGERNAILS

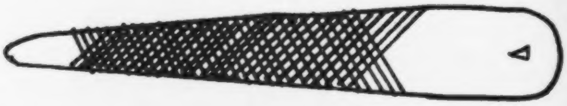
Steps to Follow

1. Start with clean hands that have been washed with soap and water and then dried well. To clean fingernails, a nail brush can be used.
2. Gently push back each cuticle with a towel or a tissue.
3. Fingernails can be cut with nail scissors or nail clippers. You should never bite your fingernails.
4. Nails can be shaped with an emery board or a nail file. An emery board is best because it has a finer edge.

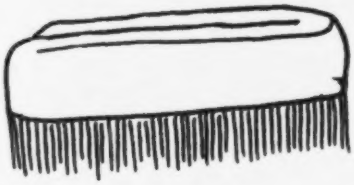
Worksheet B5a

Matching: Draw a line to the picture that goes with the word.

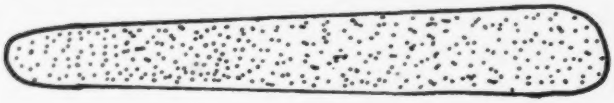
Nail Scissors



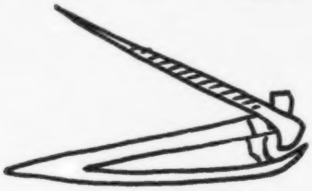
Nail File



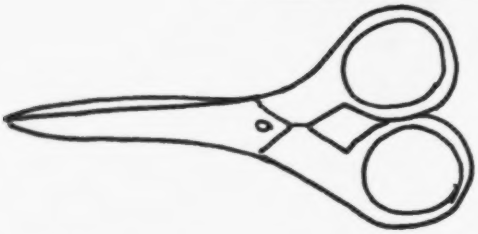
Nail Clippers



Emery Board



Nail Brush



Completion: Write the correct word on the line to complete each sentence.
Words used are: break, brush, cut, cuticle, emery board.

1. A nail ____________________ is used to clean under nails.
2. The skin at the edge of your fingernail which needs to be gently pushed back is called a _______________.
3. Nail clippers are used to _____________ nails.
4. Nails can be nicely shaped using an ____________________.
5. Nails that are too long or too pointed will _____________ easily.

Worksheet B7

SHAVING USING A BLADE-TYPE RAZOR

(For Boys)

1. Wash the face with hot water.
2. Put shaving cream on fingertips and begin to lather.
3. Allow the lather time to soak in and soften the whiskers. (several seconds)
4. Select a place to start and use smooth strokes.
5. Shave the sides, the front, the neck, and trim sideburns.
6. Wash the face and splash on after shave.
7. Wash out the razor and put it away.

RESOURCES

Self-Care Female Series, Life Skills Company, West Vienna, VA.

Self-Care Male Series, Life Skills Company, West Vienna, VA.

ACCESS SKILL

THE STUDENT WILL DRESS APPROPRIATELY FOR SPECIFIED SITUATIONS

NAME:

DATE COMPLETED	DATE RECHECKED	TASK ANALYSIS STEPS	TEACHER COMMENTS
		A. Student will determine appropriate size of clothing. B. Student will determine colors, patterns and styles that are flattering. C. Student will determine clothing appropriate for different seasons and weather conditions. D. Student will determine amount of clothing needed in each category - work, dress, informal and leisure activities. E. Student will select appropriate, coordinated clothing. F. Student will adorn clothing unassisted. G. Student will consider type, quality, cost, style, color and fit when purchasing needed clothing.	

ACCESS SKILL: DRESS APPROPRIATELY FOR SPECIFIED SITUATIONS

TASK ANALYSIS STEPS: A-G

ACTIVITY	MATERIALS/RESOURCES
TASK A: Student will determine appropriate size of clothing.	
1. Assign students to a partner. Have 3 x 5 cards for each student and measuring tapes. Assist students in measuring each other to determine size by demonstrating first and then assisting pairs. Make sure figures are double checked. Have students write name and measurements on each card that has been previously labeled - inseam, waist, chest, etc.	3 x 5 cards Measuring tapes
2. Use pattern books and catalogs from different companies, having students compare measurements obtained from size charts in pattern books. Write companies, names and sizes obtained from each to give a range of sizes that might fit. Discuss any differences obtained in the sizes and emphasize necessity for trying on clothing before purchasing when at all possible.	Pattern books Catalogs
3. Discuss how various parts of clothing should fit, e.g. arms not too tight, clothes not baggy or too tight across the hips, how some materials stretch and some don't.	Clothing of different sizes
TASK B: Student will determine colors, patterns and styles that are flattering.	
1. Have a color try on session. Either use swatches of material or shirts brought in by class. Have each student hold up one color at a time while class picks 3 or 4 colors they think look best on him/her.	Color swatches and clothing Mirror
2. Put two colors next to each other to see how well the colors will coordinate. Try different shades of one color, colors next to each other or color wheel, colors opposite each other and a bright color with a neutral. Write down pleasing combinations for future reference.	
3. Use beauty books on clothing available from public library to make a list of styles best for different figure types. Have students pick their own figure type and write down suggestions for their own wardrobe.	Magazines and beauty books "Color Me Beautiful"
4. Suggest student invite parent to go shopping and try on clothing of various styles and weights of fabric. Choose the types that look best and mark down the description for future buying trips.	
5. Have students pick 3 or 4 people for a model to follow in dressing. These people should have same figure type as student. Use TV, movies, or magazines as well as real people for models.	

ACTIVITY	MATERIALS/RESOURCES
TASK C: Student will determine clothing appropriate to different seasons and weather conditions.	
1. Use a spring/summer catalog and a fall/winter catalog or pattern books. Have students write down as many differences between clothing shown as possible.	Catalogs Pictures of clothing for sorting Poster board, felt pens, pictures of clothing for posters
2. Make a collection of pictures of warm weather and cold weather clothing. Have students pair off and divide them into two groups - warm weather and cold weather.	
3. Remind students he/she can dress appropriately by calling time/temperature before dressing and also looking out the window to check for rain or snow.	
4. Divide class into groups of four. Have each group make a poster or two. Make sure posters are all concerned with dressing for weather - rain, snow, windy, cool, very cold, warm, hot, etc.	
5. Have students plan a trip to a different climate and discuss things they would pack to wear.	
TASK D: Student will determine amount of clothing needed in each category - work, dress, informal, and leisure activities.	
1. Make a list of activities participated in during the week, every 2-3 months, each season, and special events in the coming year. Figure out how many activities need work, dress, informal or leisure type clothing.	Worksheet B2
2. Make a list of basic articles of clothing. Fill out the list four times - one for each type of activity - work, dress, informal and leisure. Mark how many of each article you have and examine the list to see if the amount of clothing of each type fits the number of times the activity is performed. Update this list as needed. Discuss lists in class.	Magazines, pattern books and other pictures of clothing Lists of basic articles of clothing
3. Have students plan storage of clothing at home, in order to have clothing of different types together and seasonal or weather-related clothing in a specified place.	
4. Make a bulletin board of clothing fitting the 4 categories. Have as many examples of each as possible.	
5. Discuss advantages and disadvantages of fad type clothing as opposed to classic clothing. Brainstorm examples of each and write on board.	
TASK E: Student will select appropriate, coordinated clothing	
1. Cut out pictures of the following types of articles of clothing: bikini underpants, regular underpants, hip hugger underpants, strapless bra, regular white bra, regular black bra, full white slip, black half slip, white half slip, pajamas, robe, boots, tennis shoes, high heeled pumps, slip-on shoes, sandals, turtle neck sweater, sleeveless shirt, short sleeved shirt, long sleeved shirt, silk blouse of pastel color, black silk blouse, sheer black dress, sheer	Pictures of clothing Barbie and Ken dolls Doll clothing Post-test Catalogs or magazines

ACTIVITY	MATERIALS/RESOURCES
TASK E: CONTINUED	
white dress, jockey shorts, boxer shorts, denim jeans, sport jacket, dress slacks, tennis shorts, walking shorts, hose, white sport socks, wool skirt, jogging shorts, linen skirt, tie, etc. Teacher picks one picture of an item and has each student pick all other articles needed to dress completely.	
2. Suggest students inventory their clothing and get rid of clothing that does not fit, is badly damaged, has not been worn for a long period of time, or looks unattractive on him/her. Report results to the teacher.	
3. Dress Barbie and Ken dolls inappropriately and have students tell which article of clothing is inappropriate.	
4. Give a post test in which a number of situations are given, and students must pick appropriate clothing needed for each from catalog or magazine.	
TASK F: Student will adorn clothing unassisted.	
1. Obtain sample garments with various types of fasteners. Have students button, buckle, snap, and otherwise manipulate each one in order to determine if they need assistance in learning to hook or fasten garments.	Variety of clothing and accessories with different types of fasteners
2. Get a videotape of ways to tie scarves and belts from Penneys or demonstrate different methods of typing belts, scarves and ties. Have students practice each method until they are satisfied that they can do it unassisted.	Videotape on scarves from Penneys Scarves, belts and ties of various lengths, widths, thicknesses and fabrics
3. Use catalogs for pictures and bring in several types of bras with different arrangements of straps. Show how they are fastened, how to adjust straps, and pictures of styles of clothing that each was made to be worn under.	Bras of different types Pictures of strapless gowns, low cut backed shirts, low necklines, etc., that require special bras or changeable straps
TASK G: Student will consider type, quality, cost, style, color and fit when purchasing needed clothing.	
1. Using worksheet G1 and an article of clothing point out construction points on clothing being considered for purchase.	Worksheet G1
2. Assign students to go to a department store and try on an outfit. They should fill out the checklist for workmanship and quality and bring it back to class. Each student should describe his other clothing and explain checklist points to the other students in class.	Worksheet G1 Catalogs and newspapers
3. Bring in newspaper ads and sale catalogs. Have students plan to spend $100 on clothing and use ads to figure costs. Compare lists to see who had the best buys, most variety, or purchase that best fitted student's need for clothing.	
4. Discuss types of stores in which to buy different types of clothing and advantages and disadvantages or each--discount, mail order, specialty shop, thrift, factory outlet, variety store, department store and garage sale.	

Worksheet B2

Uncluttering Your Closet					
Summertime Wardrobe	Shoes	Bag	Scarves	Belts/ Hats	Underwear
Jackets					
Skirts					
Pants					
Blouses and Sweaters					
Vests					
Dresses					
Cocktail					
Casual: Dresses Skirts Pants Tops					
Coats					

Worksheet G1

CHECKLIST FOR WORKMANSHIP AND QUALITY

		YES	NO
1.	Do designs match at seams, especially center seam?	☐	☐
2.	Is stitching straight, even and garment has no loose threads?	☐	☐
3.	Is hem wide enough to lengthen if needed?	☐	☐
4.	Are buttons or snaps securely fastened?	☐	☐
5.	Are trims color coordinated and washable?	☐	☐
6.	Does skirt pleat, or crease hang straight?	☐	☐
7.	Are all parts unpuckered?	☐	☐
8.	Are buttonholes well made?	☐	☐
9.	Are facings flat and hidden?	☐	☐
10.	Are seams wide and even?	☐	☐
11.	Is fabric durable?	☐	☐
12.	Can clothing be washed or easily cared for?	☐	☐
13.	Does it fit well?	☐	☐
14.	Has fabric been treated so it won't shrink?	☐	☐
15.	Does the quality match the price?	☐	☐

RESOURCES

Exploring Homemaking and Personal Living (4th ed.). Fleck, H. & Fernandez, L. Prentice-Hall.

Color Me Beautiful. Jackson, Carole. Ballantine Books.

You. Tremble, Clare. Frank E. Richards Co.

ACCESS SKILL

STUDENT WILL BE ON TIME 90% OF THE TIME

NAME:

DATE COMPLETED	DATE RECHECKED	TASK ANALYSIS STEPS	TEACHER COMMENTS
		A. Student will list 10 reasons why he/she should be on time 90% or more of the time. B. Student will prepare a list of reasons why he/she should not be late for classes. C. Student will make a tally mark on his/her chart for each day he/she is on time for class. D. Student will discuss, giving at least 4, likenesses between holding a class job and holding a job as an adult--including being on time for both. E. Student will tell two things that might happen if he/she were late for work. F. Student will agree to a contract designed to assist him/her in being on time 90% of the time. G. Student will schedule his/her own activities to fit within the framework of the school day and not interrupt or keep him/her from being on time. H. Student will, with a peer assistant, be on time 90% of the time. I. Student will be on time 90% of the time for one semester without assistance. J. Student will be on time 90% or more of the time, without assistance, for all classes. K. Student will be in attendance 95% of the school year.	

ACCESS SKILL: BE ON TIME 90% OF THE TIME

TASK ANALYSIS STEPS: A-K

ACTIVITY	MATERIALS/RESOURCES
TASK A: Student will list 10 reasons why he/she should be on time 90% or more of the time.	
1. Discuss in a group the reasons why persons must be on time for school or other obligations. Bring out the ideas of responsibility to employer, need to complete the number of hours required in the hours allotted, need to meet deadlines and quotas, need to work cooperatively with others and not expect them to do your work, need to keep promises in order to receive pay, etc.	Life Centered Career Education
2. Suggest that student discuss with parents and/or peers how being tardy or absent has caused them problems and why it is important to be on time in their job and at school. Have student ask parents for specific examples.	
3. Instruct the student on making a bulletin board display within the week to show the reasons why students should be on time for school.	
4. Give the student a list of words stemming from the need to be on time such as: responsibility, time, pay, etc. and have him/her put them in the appropriate boxes on a crossword puzzle according to their meaning.	Worksheet A3
5. Give the student a list of words that mean the same as being on time (such as dependable, responsible, punctual, trustworthy, etc.) mixed in with words that do not mean the same (late, tardy, absent, untrustworthy, etc.) and have the student select the correct terms for being on time. Futher discussion regarding definitions for tardy, absent, excused, etc. might be needed as well.	Worksheet A4
TASK B: Student will prepare a list of reasons why he/she should not be late for classes.	
1. Discuss in a group reasons why we should always try to be on time and point out some of the reasons why we should not be late such as the possible loss of information, pay, friendships, etc. It puts undue stress on others and could hamper the chances for promotion in school as well as a job. It is rude and inconsiderate.	Life Centered Career Education, p. 90
2. Read Some Common Crutches from the "Coping With Series" published by American Guidance Services and discuss how we all use crutches at times, but using excuses to get us out of a jam (especially being late) needs to stop and not be used as a crutch. Our handicapping conditions should not excuse us from being on time. Answer the questions at the end of the book and role play some of the situations given in the book on using crutches.	"Coping With Series"
3. Videotape the students role playing the use of some of the crutches we use, and invite the parents in to see the videotaped performance one evening, or during class.	Videotape
4. From the discussions and role playing the student should be able to list at least 10 reasons why he/she should not be late for classes.	

ACTIVITY	MATERIALS/RESOURCES
TASK C: Student will make a tally mark on his/her chart for each day he/she is on time for class (or use any other device which works best for the student to identify on his/her own that he/she is on time).	
1. Give each student a sample of ways in which he/she can keep track of the times he/she is on time.	Sample sheet C1
2. Discuss the sheet with the student on a weekly basis to encourage and reinforce his/her ability to keep track of his/her attendance.	Using sample sheets C1
TASK D: Student will discuss, giving at least 4, likenesses between holding a class job and holding a job as an adult--including being on time for both.	
1. Show the filmstrips and use the transparencies discussing BEING LATE TO WORK from the material listed to the right and answer the questions on the bottom of the page (sample worksheet D1). Ask the student to come up with good answers for all of the questions in pairs and then meet in a group and have the pairs report their answers and see how many different good answers the pairs came up with.	Worksheet D1 Career Decisions - Finding, Getting and Keeping a Job by J. C. Penney Co.
2. After the above discussion, assign the student the responsibility of making an oral report giving at least 4 likenesses between a job in school and a job in the adult world. Each one will be different, but they should include things like responsibilities, someone trusts you, you may or may not be promoted depending on your attendance and punctuality, you may or may not get a better job (grade) depending on your attendance and punctuality.	Oral Report
3. Students identify a situation in school or at work in which they might be late or absent. Have them role play inappropriate ways to handle the situation. Then have them role play appropriate ways to handle the same situation. Videotape and review.	
TASK E: Student will tell two things that might happen if he/she were late for work.	
1. Discuss (after reading the portion on Dependability) what might happen if he/she was late for work. Have the student write two things that were not mentioned on index cards and put them in an envelope. When all of the students have finished their cards, have them select 2 others from the envelope and explain them. If they cannot explain them, ask the person who wrote them to explain them.	Index cards, envelope Succeeding in the World of Work, Kimbell and Vineyard
TASK F: Student will agree to a contract designed to assist him/her in being on time 90% of the time.	
1. Find something the student feels is important -- extra credit, free time, the chance to choose what he will do next, a day off from classes, etc. and design a contract to encourage him/her to want to complete the contract regarding attendance.	Worksheet F1

ACTIVITY	MATERIALS/RESOURCES
TASK F: CONTINUED	
Ask the parents to sign the contract and send home weekly notices of when the student does follow the agreements made in that contract. If the goal is one that is also important at home, perhaps the reward would be appropriate for at home such as having a party at his/her house, getting to stay up late one night, an extra allowance, some kind of lessons such as horseback riding lessons.	
TASK G: Student will schedule his/her own activities to fit within the framework of the school day and not interrupt or keep him/her from being on time.	
1. Give each student a calendar and ask him/her to keep track of all of his activities for two days. Review the first day's activities on the second day of classes and review both on the third day. See if the schedule changes. Ask the students if they left off anything - meals, breaks to talk to friends, time on the phone in the evenings, class assignments, etc.	Worksheet G1
2. Give the students a calendar for 1 week or ask them to design their own and keep track of their activities for a week. Review the schedule (with times given) to see if it was possible for them to get everything done in that amount of time. Point out how we tend to overload ourselves and must schedule our time with much care in order to complete everything.	Worksheet G2
TASK H: Student will, with a peer assistant, be on time 90% of the time.	
1. Using the calendars the students have just completed, break them up into pairs of students who do not usually go together, but get along fairly well and assign them to meet at particular times during that week. If possible do most of it during school time, but you may want to assign out of school time for them to call each other ON TIME and make a note of it on their calendars. Offer a reward for the first pairs who return to school with all of the steps completed on their calendar on time. (You could give free posters from television stations, free records from radio stations, free concert tickets can often be obtained, etc.).	Worksheet H1
2. The peer will check with the other student to make sure he/she is on time for all classes each day. They will report back to class in order to reach their goal.	Use peer check sheets H2
TASK I: Student will be on time 90% of the time for one semester without assistance.	
1. Given a student checklist, the student will have the checklist signed on a daily basis for a full semester to make sure he/she knows he/she is on time at least 90% of the time.	Worksheet H2 (Do not use peer initial section)
2. A contract such as the one used in Task F may also be used.	Contract F2a

ACTIVITY | MATERIALS/RESOURCES

TASK J: Student will be on time 90% or more of the time, without assistance, for all classes.

1. Use any of the above-mentioned methods to make sure the student is on time. He/she should now be checking himself/herself if you have used all the steps.

TASK K: Student will be in attendance 95% of the school year.

1. Discuss with the students the connection between being on time and being in attendance. The phrase, "Well, at least I'm here even if I'm late" is not acceptable to employers.
2. Brainstorm with students (list responses on the chalkboard) consequences of being:
    a. absent from school for 1 day; 3 days
    b. absent from a job for 1 day; 3 days
3. Discuss with students the law regarding school attendance for the state and for the school district which they attend.
4. Ask the student(s) to keep a record of class attendance for a two week period. At the end of the two weeks assess acceptability of that attendance. Based on the students' previous yearly record and the current record discuss what the student must do if improvement is indicated.
5. Using contract examples found in this manual in the module titled "Acceptable Social and Work Behaviors" draw up realistic attendance contracts with the student. Begin with small increments and work toward longer time periods.
6. If more than one student is working on attendance, activity 4 may be done using peer monitoring.

Worksheet A3

CROSSWORD PUZZLE ANSWER KEY

Down

1. If you come to school every day, they say you have perfect __________________ (10 letters).
2. If you are able to do something, we say you are _______(7 letters).
3. If you arrived for work late, your boss would be mad, if you arrived at school late, your teacher would be ______________ (5 letters).
4. Something you give figures of authority as well as yourself (7 letters).
8. If you do not finish your work at school, your grades will go down. If you do not finish your job at work, it could mean the __________ (4 letters) of your job.

Across

2. It rhymes with wear (4 letters).
5. When you have a job you get money for it. While in school you get grades for it. What is it? (3 letters)
6. When you show you can take over and take care of persons of jobs you are assigned, you show you are _______________ (11 letters).
7. If your parents can depend on you to do something, they say you are ____________ (8 letters).

Across

Down

					^{1}A			^{2}C	A	R	E
^{3}A					T			A			
N		^{4}R			T			^{5}P			
G		E			E			A			
^{6}R	E	S	P	O	N	S	I	B	L	E	
Y		P			D			L			
	^{7}R	E	L	I	A	B	^{8}L	E			
		C			N						
		T			C						
					E						

Worksheet A3

CROSSWORD PUZZLE

Down

1. If you come to school every day, they say you have perfect ________________ (10 letters).
2. If you are able to do something, we say you are ______(7 letters).
3. If you arrived for work late, your boss would be mad, if you arrived at school late, your teacher would be ____________ (5 letters).
4. Something you give figures of authority as well as yourself (7 letters).
8. If you do not finish your work at school, your grades will go down. If you do not finish your job at work, it could mean the ________ (4 letters) of your job.

Across

2. It rhymes with wear (4 letters).
5. When you have a job you get money for it. While in school you get grades for it. What is it? (3 letters)
6. When you show you can take over and take care of persons of jobs you are assigned, you show you are _____________ (11 letters).
7. If your parents can depend on you to do something, they say you are __________ (8 letters).

Across

Down

					1			2			
3											
		4						5			
6											
	7						8				

Worksheet A4

Find the words that mean the same as being on time or would show you can be and put an x beside them.

______ late

______ absent

______ punctual

______ trustworthy

______ untrustworthy

______ dependable

______ responsible

______ honest

______ punctilious

______ prompt

______ on time

Sample Sheet C1

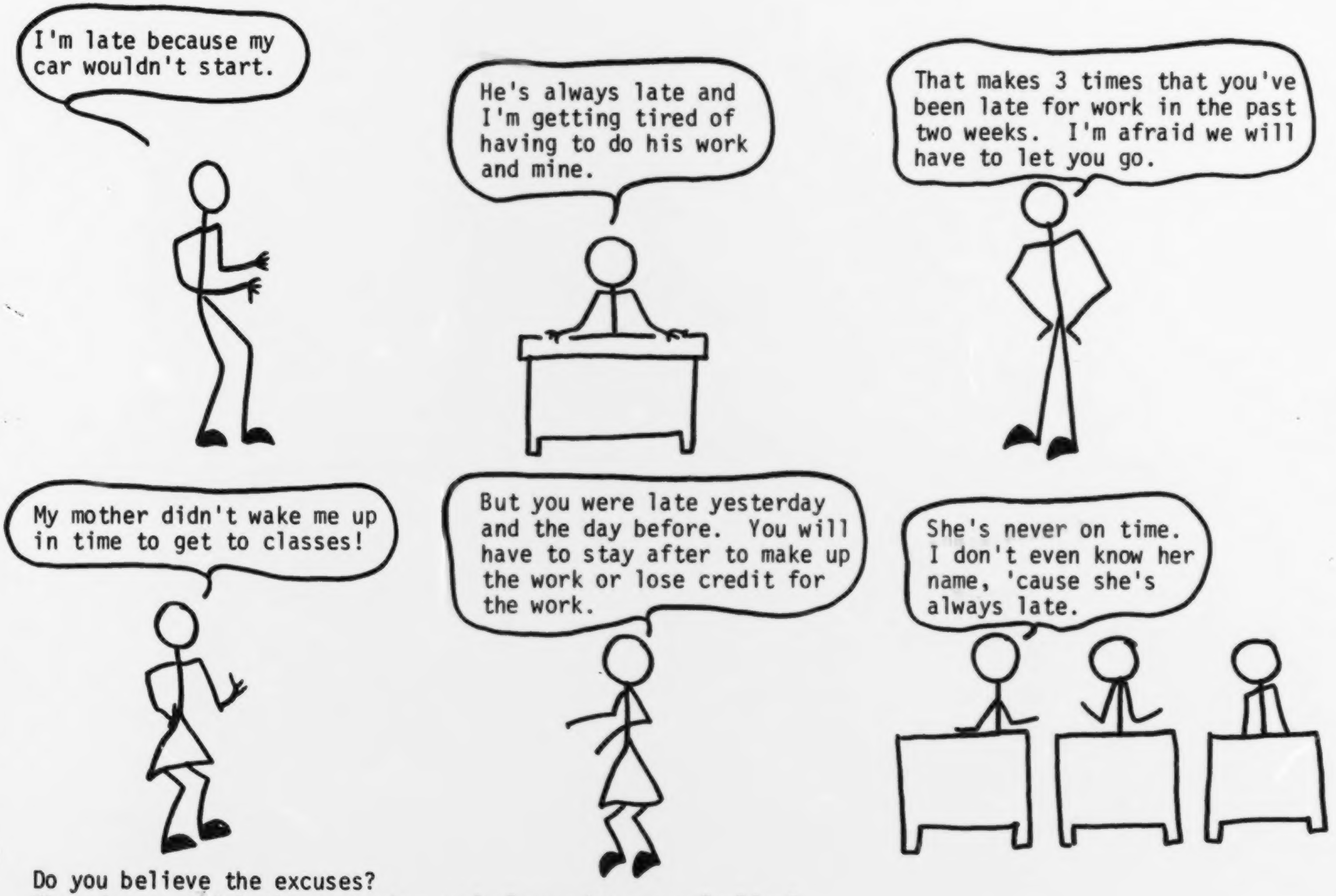
Student ______________________ Dates ________________________

Behavior I was on time to class Teacher ______________________

Y = Yes N = No

Periods	Mon.	Tues.	Wed.	Thurs.	Fri.
1					
2					
3					
4					
5					
6					
7					

BEING LATE FOR SCHOOL OR WORK


I'm late because my car wouldn't start.
He's always late and I'm getting tired of having to do his work and mine.
That makes 3 times that you've been late for work in the past two weeks. I'm afraid we will have to let you go.
My mother didn't wake me up in time to get to classes!
But you were late yesterday and the day before. You will have to stay after to make up the work or lose credit for the work.
She's never on time. I don't even know her name, 'cause she's always late.

Do you believe the excuses?
What do you think the co-worker and classmates were feeling?
Do you think the supervisor and teacher were fair?

Worksheet D1

Worksheet F1

CONTRACT

I, ______________________________, do hereby agree to be on time for all of my classes. I understand that being on time means that I will not be even one second late for class. I also understand the importance of setting this goal and meeting the obligations of this contract.

If I, ___________________________, do meet the agreement in this contract, I will get:

____

____

____

If I, ____________________________, do not meet the agreement in this contract, my teacher _____________________ will see to it that I:

____
for the first tardiness.

____
for the second tardiness or absence.

____
for the third tardiness or unexcused absence.

I, ______________________________, understand the terms of this contract and agree to meet these terms.

Student ______________________ Teacher ______________________

Witness ______________________ Principal ______________________

Parent ______________________ Date ______________________

Worksheet G1

Name ______________________________ Dates ________________

Tues. (   )

7 a.m. - 8 a.m.	4 - 5
8 - 9	5 - 6
9 - 10	6 - 7
10 - 11	7 - 8
11 - 12	8 - 9
12 - 1	9 - 10
1 - 2	10 - 11
2 - 3	11 - 12
3 - 4	

Sample G2

Name ______________________

Mon. 7-8 ______________________

8-9 ______________________

9-10 ______________________

10-11 ______________________

11-12 ______________________

12-1 ______________________

1-2 ______________________

2-3 ______________________

3-4 ______________________

4-5 ______________________

5-6 ______________________

6-7 ______________________

7-8 ______________________

Week of ______________________

Tues. 7-8 ______________________

8-9 ______________________

9-10 ______________________

10-11 ______________________

11-12 ______________________

12-1 ______________________

1-2 ______________________

2-3 ______________________

3-4 ______________________

4-5 ______________________

5-6 ______________________

6-7 ______________________

7-8 ______________________

Worksheet H1

Calendar Assignments

On your calendars you should schedule to do the following:

On Tuesday give each other a call at 8:00 p.m.

On Wednesday meet each other in the halls and say "How are ya doing" between 2nd and 3rd periods.

On Thursday meet each other in the cafeteria before school to look over your calendars and decide a time when you both can get together to watch the filmstrip in the library entitled, "Career Decisions." Once you have decided on a time, be sure to check with the library to see if the filmstrip will be available at that time and then be sure to watch it.

On Friday you must meet each other before school at the front door at 7:30 a.m. and tell what you did the night before while the other person looks at your calendar - making sure you didn't leave off anything in your evening from your calendar. Also on Friday you must send each other a card or postcard telling each other to have a nice weekend. It must be mailed at the school post office by 1:00 p.m. in order for the person to receive it on Saturday. Friday evening you are required to get together either over the phone or in person to make sure you have scheduled and done all of the things you said you would and were assigned to do over the week.

On Saturday keep your own calendar of events and write down the time you received your postcard (if you did). The first two groups who finish (and bring their postcards in to me on Monday) will be the two who will receive the first prize.

On Monday be sure to get to my room by 7:3C if you have completed the whole schedule. If you have missed any portion of the schedule, make it fit into this week's schedule.

Worksheet H2

Name ______________________ Week of ______________________

Day	Hour	On Time	Teacher's Initials	Peer's Initials	COMMENTS
Mon.	1				
	2				
	3				
	4				
	5				
	6				
	7				
Tues.	1				
	2				
	3				
	4				
	5				
	6				
	7				
Wed.	1				
	2				
	3				
	4				
	5				
	6				
	7				
Thurs.	1				
	2				
	3				
	4				
	5				
	6				
	7				
Fri.	1				
	2				
	3				
	4				
	5				
	6				
	7				

RESOURCES

Life Centered Career Education. Brolin, D. (Ed.). Council for Exceptional Children.

Career Decisions: Finding, Getting, and Keeping a Job. J.C. Penney.

Coping With Series. American Guidance Service.

Succeeding in the World of Work, Kimbell, Grady and Vineyard, B. McKnight Publishing Co.

ACCESS SKILL

ORGANIZATIONAL SKILLS

NAME:

DATE COMPLETED	DATE RECHECKED	TASK ANALYSIS STEPS	TEACHER COMMENTS
		A. Student will verbally define and/or physically demonstrate organization skills.	
		B. Student will verbally explain why he/she needs organization skills.	
		C. Student will accurately sequence steps of various tasks in an organized manner.	
		D. Student will differentiate between like and unlike activities.	
		E. Student will appropriately place tasks in order of priority.	
		F. Student will develop and accurately use a daily checklist.	
		G. Student will accurately use a schedule to cover study time, leisure time, T.V. time, work time, and class time on a daily basis.	
		H. Student will consistently use a schedule to organize activities.	
		I. Student will accurately and consistently organize work space.	
		J. Student will accurately and consistently organize assignments.	

ACCESS SKILL: ORGANIZATIONAL SKILLS

TASK ANALYSIS STEPS: A-J

ACTIVITY	MATERIALS/RESOURCES
TASK A: Student will verbally define and/or physically demonstrate organization skills.	
1. Hold a brainstorming session on what organization is and is not. Develop a list based on consensus of what constitutes good organization.	
2. Using various illustrations from magazines, slides, actual parts of classroom, etc. Have students indicate which they would feel most meet all the criteria on the list developed in previous activity.	Magazine pictures, etc. that illustrate good and poor organization
3. Given several books students will examine them and discuss the organization of different types of books and writing and a) locate indexes b) locate glossaries c) locate table of contents d) locate headings e) locate subheadings f) locate paragraphs Students will discuss how organization of books is important and how it relates to their everyday lives and own organizational skills.	Variety of books with different and same organization
TASK B: Student will verbally explain why he/she needs organizational skills.	
1. Have students role play several pre-assigned situations that show how organization of time, space, and materials will aid them in various aspects of their lives. Include the following concepts: a) Get more done b) Can find assignments c) Get assignments done on time d) Parents won't yell e) Teachers won't complain or criticize f) Getting a job g) Keeping a job	Develop role plays to hand out to students before beginning exercise
2. After the role play activity have students develop a list of organizational benefits including the ones listed above.	
TASK C: Student will accurately sequence steps of various tasks in an organized manner.	
1. Given a list of steps for completing a specific task the student will decide the order the steps should be done in. a) Setting up a stepladder b) Changing a tire c) Repotting a plant	

ACTIVITY	MATERIALS/RESOURCES
TASK C: CONTINUED	
d) Doing the dishes e) Cleaning a room f) Baking a cake	
2. Given a specific task as in #1 above the student will list the necessary steps involved in completing the task.	
3. The students will sequence the steps correctly and demonstrate successful completion of the task.	List developed in C-2
4. Given a simulated activity the student will list and act out the necessary steps used to complete a task (changing a tire, getting ready to go to lunch, etc.).	Materials for chosen simulated activity
5. Students will write a "How to" paper organizing the steps for how to do a specific activity in an orderly manner. This may be done in outline form or complete sentences. Do one on the board with students as a class activity first.	
6. The student will demonstrate a "How to" activity correctly placing the steps in order. (You may want to brainstorm some ideas and put on the board first.)	
TASK D: Student will differentiate between like and unlike activities.	
1. Given a list of tasks have the students sort the tasks into leisure activities, work activities, class activities, etc. The teacher can generate this list by having students write down five things they do most days and five things they would like to do if they could. Then compile this list and use it the next day for this activity.	Teacher developed list of tasks
2. The students will discuss the importance of having a variety of daily activities. a) Leisure b) Work c) Classroom d) Develop good socialization	
During this discussion students should realize balance in a person's life is very important and that organization helps maintain this balance.	
TASK E: Student will appropriately place tasks in order of priority.	
1. Given a list of various activities from each group (work, leisure, study) have students list the activities in order of importance.	
2. Students will give valid reasons for the priority they have established in #1 above.	Materials prioritized listed from E1
Note: Each student could have a different list of priorities and have valid reasons why they have established this priority. The intent is for the students to be able to justify to themselves their priority selection.	

ACTIVITY	MATERIALS/RESOURCES
TASK F: Student will develop and accurately use a daily checklist.	
1. The student will make an accurate checklist of assignments he/she has to do for each hour of the day.	Assignment sheet for student
2. The student will keep an assignment notebook and write down each assignment he/she has from each class.	
3. The student will make a list of all tasks to be completed including homework, chores, leisure activities, etc. (Note: This list should probably contain no more than six activities. When those activities are completed another checklist can be made.)	
4. The student will complete tasks he/she has listed on his/her daily checklist and cross them off the list when he/she is done. It should be pointed out to the students that using a checklist in this manner can show them how much they have really accomplished.	Checklist from F3
TASK G: Student will accurately use a schedule to cover study time, leisure time, T.V. time, work time, and class time on a daily basis.	
1. Given a time use chart, student will record his/her present use of time on a daily basis.	Worksheet G1
2. Students will discuss the importance of schedules.	
3. Students will cite and discuss the different uses of schedules in schools, at work, and at home.	
4. Students will discuss the importance of scheduling specific activities at regular times (i.e., meals, study time, T.V. viewing time, bedtime).	
TASK H: Student will consistently use a schedule to organize activities.	
1. Students will develop a schedule to aid them in organizing homework, job, home, and leisure activities.	
2. Using a schedule as an aid, students will divide a large task representing several days or sessions of work and complete a portion of the task each day on time. The teacher can help students develop this skill by giving suggestions about how much should be done each day on a specific project. a) Term papers b) Research reports c) Learning activity packets	

ACTIVITY	MATERIALS/RESOURCES
TASK I: Student will accurately and consistently organize workspace.	
1. Take a field trip to observe different types of organization. Observe how forms, materials, tools, and equipment are stored and put away. a) Auto mechanics shops b) Large kitchen, cafeteria c) Banks, large offices	Field trip permission slips
2. Discuss with the students the importance of organizing the work area. Discuss the different types of organization observed on the field trip and how this organization helped people who work in those situations. a) Convenience of knowing where the item is when you need it because it has been put away in its proper place. b) Organization allows for needed items to be within easy reach when a job is to be done. c) Saves time because less time is spent hunting for a desired item.	
3. Brainstorming with a group of students will determine which tools and equipment are necessary to complete a given task. a) Classwork - textbook - paper - pencils - pens b) Bake a cake c) Repair a light switch d) Type a report or paper e) Check a battery on a car	
4. Given a hypothetical situation the student will select appropriate tools for the job.	
5. Individual activities: Use photographs or real tools and equipment to have the students assemble the necessary tools for a given task. Provide for the activity to be self-checking or check students answers immediately. Vary the tasks to meet the needs of the student.	Photographs or real tools and equipment
6. Brainstorm with a group of students about the importance of gathering all necessary tools and equipment together in one place before attempting to do the task. a) Convenience of having tools at hand b) Reduces leg work (saves energy) c) Saves time	
7. Demonstrate for the groups ways that tools, equipment, and supplies can be put together in an organized manner. Take students to a vocational school if this would demonstrate the concept well. a) Cleansers, paper towels, etc. can be placed in a small tote and carried from place to place until the cleaning job is complete. All necessary supplies are in one place and close at hand.	Variety of pictures

ACTIVITY	MATERIALS/RESOURCES
TASK I: CONTINUED	
b) Cooking utensils, measuring cups and spoons, can all be placed on a cookie sheet or tray so they are within easy reach and you do not have to dig through drawers to find something. c) Similarly, tools for a repair job can be assembled together in a portable tool box.	
8. Discuss with students the importance of having a specific place for tools to be stored so: a) They are easy to locate quickly. b) They are always in the same place, so you always know where to look. c) Other people also know where they are.	
9. Discuss with students the importance of putting tools away in proper place after use. Emphasis should be placed on the idea that tools should be cleaned and in good repair before they are put away so they are readily available next time they are to be used.	
10. Student will demonstrate proficiency in putting tools away properly. Observe students as they complete tasks in the classroom to see that clean-up is done properly.	
TASK J: Student will accurately and consistently organize assignments.	
1. Student will organize his/her own personal notebook by hour or subject. Sections will be devoted to each different area.	
2. Student will learn different note-taking strategies for different purposes. a) Lecture notes b) Research reports c) Notes on reading assignments	
3. Student will learn and use the SQ3R reading method as an aid to studying any textbook. a) Survey b) Question c) Read d) Review e) Recite	
4. Student will be prepared for class by carrying with him/her the proper tools and equipment.	
5. Students will take the Study Skills Survey. Follow with a discussion of proper study techniques.	Worksheet J5
6. Discuss with the class different test taking strategies for various kinds of tests (essay, objective, standardized). It might be helpful at this time to also teach some relaxation techniques as many students do not know how to relax.	
7. Students will practice test taking skills on a mock test.	

Worksheet G1

Time-Use Chart

Time	Mon.	Tues.	Wed.	Thurs.	Fri.	Sat.	Sun.
6-7 am							
7-8 am							
8-9 am							
9-10 am							
10-11 am							
11-12 am							
12-1 pm							
1-2 pm							
2-3 pm							
3-4 pm							
4-5 pm							
5-6 pm							
6-7 pm							
7-8 pm							
8-9 pm							
9-10 pm							
10-11 pm							
11-12 pm							
Total Class Hours							
Total Study Hours							
Total TV Hours							
Total Leisure Hours							

Worksheet J5

Study Skills Questionnaire

1. I study in the same place each day at a desk or table. YES NO
2. I keep distractions to a minimum (music, desk top clear). YES NO
3. I study immediately after I sit down at my desk. YES NO
4. I know how I learn best (visual, auditory, kinesthetic). YES NO
5. I intend to learn. YES NO
6. I am aware when I am not concentrating. YES NO
7. I take short breaks when I get tired. YES NO
8. I write down all assignments with the date they are due. YES NO
9. I plan how long an assignment will take to finish. YES NO
10. I keep a calendar or time sheet of my work schedule. YES NO
11. I keep dated assignments and tests for study and review. YES NO
12. I keep an organized binder (subjects separated). YES NO
13. I spend enough time studying. YES NO
14. I study each subject one half hour per night. YES NO
15. I do something while studying (write notes, recite). YES NO
16. I make up illustrations (diagrams, maps). YES NO
17. I pay attention to illustrations, graphs, etc., in books. YES NO
18. I make a list of new vocabulary words and study them. YES NO
19. I use the SQ3R method of studying. YES NO
20. I test myself (flashcards, study questions). YES NO
21. I review often. (Review is worth 4 months of remembering.) YES NO
22. I overlearn the material. YES NO
23. I actively participate in class (discuss, take notes). YES NO
24. I use group study techniques. YES NO
25. I use new information in my daily life (vocabulary, etc.). YES NO

RESOURCES

Note Making. Brown, D. Curriculum Associates, Inc.

Helping Your Teen-Age Students. Cohen, M. The New American Library, Inc., 1633 Broadway, New York, NY 10019.

Thirty Lessons in Outlining: Level 1. Furbush, Ross, & Durrell. Curriculum Associates, Inc.

Note-Taking Made Easy. Kesselman-Turkel & Peterson. Contemporary Books, Inc., Chicago, IL.

Test Taking Strategies. Kesselman-Turkel & Peterson. Contemporary Books, Inc., Chicago, IL.

Thirty Lessons in Note Taking. Pirie & Pirie. Curriculum Associates, Inc.

Thirty Lessons in Outlining: Advanced. Culliton, R. Jr. Curriculum Associates, Inc.

A Survival Manual: Case Studies and Suggestions for the Learning Disabled Teenager. Weiss & Weiss. True House Associates.

Getting Organized. Illuminations Unlimited, P.O. Box 4152, Springdale, CT 06907.

How to Succeed on Tests. Illuminations Unlimited, P.O. Box 4152, Springdale, CT 06907.

ACCESS SKILL

MAINTAIN A 30-MINUTE
ATTENTION SPAN

NAME:

DATE COMPLETED	DATE RECHECKED	TASK ANALYSIS STEPS	TEACHER COMMENTS
		A. Determine how long a student can initially attend to a task. B. Establish a reinforcement system to be used to help a student increase his/her attention span. C. Set up a plan with goals and objectives to increase attention span over a given time period using a reinforcement system. D. Break down and reinforce small steps of increased attention span. E. The student will attend for a designated amount of time without having a tangible reinforcement (the skill is internalized) so that social reinforcement is enough. F. Record behaviors throughout the program (increasing attention span.) G. Evaluate the plan in order to determine if objectives have been met.	

ACTIVITY	MATERIALS/RESOURCES
TASK D: Break down and reinforce small steps of increased attention span.	
1. The following activity plan can be used with each of the subsequent subtasks. The teacher can use any daily class activities or assignments. What is important with each time increase is to follow the basic behavior modification procedures and programming guidelines:	Worksheet D1
a. Determine the prerequisite skills necessary for the student to engage in a task -- the task or activity should be geared to a student's instructional level. Prior evaluation (formal and informal) may be necessary to determine this.	
b. List the major activities needed for development of this task -- arrange them in a general sequence.	
c. Break down the sequence into incremental steps -- include a variety of ways to present information and a variety of ways for the student to respond. This should help the student to stay on task.	
d. Have the student work on the task or attend to an activity for the designated amount of time he/she is currently trying to achieve. Using a timer is helpful in letting the student know when he/she has reached the time goal.	
e. When the student has sustained his/her attention span for the amount of time being worked on in the subtask, the teacher will provide the pre-established reinforcer.	
f. Continue increasing time until the student can maintain a 30-minute attention span.	
IMPORTANT REMINDERS	
a. When a student is getting close to completing his/her designated time but seems to be getting frustrated, give some encouragement (non-verbal or verbal reinforcement) to keep at it.	
b. Do not move on to an increased amount of time until the attention span being worked on is well established. "Novices who have become enthusiastic about the prospect of using behavior modification techniques sometimes proceed too quickly and, as a result, frustrate themselves and the students whom they wish to assist" (Axelrod, S., 1977, *Behavior Modification for the Classroom Teacher*).	
c. Remember that the amount of time needed to establish a designated attention span will vary for each student. Allow the student to move at his/her own pace. The program is completed when the student can perform the target behavior; therefore, a time contingency does not need to be a critical factor in developing a programmed task.	
d. If when working on a designated time span a student is not doing what he/she should, the teacher should stop the timer, give the student immediate feedback on what else he/she is (is not) doing, and then start the timer again. Be consistent about doing this *every* time it happens.	

ACCESS SKILL: MAINTAIN A 30-MINUTE ATTENTION SPAN

TASK ANALYSIS STEPS: A-G

ACTIVITY	MATERIALS/RESOURCES
TASK A: Determine how long a student can initially attend to a task.	
1. The teacher will spend time observing the student and recording behavior under standard classroom conditions in order to determine baseline behavior (how long the student can attend to a task to begin with). Baseline recording must be done before trying to increase attention span. This recording represents a standard against which behavioral changes and the extent of change can be determined.	Worksheet A1, a-d Consult with a BD or LD specialist working in the school district
2. Videotape the class for a period of several days. Then spend time viewing the videotapes to determine initial attention span time for a particular student(s). Make a chart for the student showing attention span for various kinds of activities.	Videotape
TASK B: Establish a reinforcement system to be used to help a student increase his/her attention span.	
1. Have the class brainstorm a list of possible reinforcers/privileges to be used to reward increased time on task. List on the board and then transfer to a handout for each student. Then ask each student to circle the activities that would be most reinforcing to him/her.	Worksheet B1, a-c
2. Meet with students individually. Do a student interview in order to determine the student's interests, likes, and dislikes. Establish a reinforcement list designed for that particular student. (Reinforcers that are not meaningful or important to the student will do no good in helping to shape the student's behavior -- thus, no results).	Worksheet B2
TASK C: Set up a plan with goals and objectives to increase attention span over a given time period using a reinforcement system.	
1. As part of a student's Individual Education Plan (IEP), include a goal to increase attention span to a 30-minute period and specific objectives to meet this goal. Be sure to note how long the student can initially attend to a task and develop objectives from there. Increases in the amount of attention span time should be made in small steps -- otherwise frustration will result for both the student and the teacher. (Trying to work toward being accepted into a vocational class requiring at least a 30-minute attention span could also be written down as a goal.)	
2. Explain to student(s) that at least a 30-minute attention span in required in several vocational areas (could have a class discussion about why this is necessary). Give each student a chart showing how long his/her initial attention span is and ask the student to write down or dictate into a tape recorder a plan stating the steps (time increases) to building up attention span. Then compare the student's plan to one the teacher has made. Combine the plans into one.	Tape recorder

ACTIVITY	MATERIALS/RESOURCES
TASK D: CONTINUED	
e. If a student is having a great deal of difficulty at a particular time level, the teacher could drop back a level in order to provide some success and then work back up again in even smaller time increments.	
TASK E: The student will attend for a designated amount of time without having a tangible reinforcement (the skill is internalized) so that social reinforcement is enough.	
1. Use the same activity plan as described in Task D using social reinforcers rather than tangible reinforcers. Do this only when the student has had success using tangible reinforcers. Remember that time is a key factor (it may take a long time) and some students may not be able to internalize the skill.	
TASK F: Record behaviors throughout the program (increasing attention span).	
1. Keep a daily log of attention span time worked on each day, materials used, types of tasks, and any problems or concerns.	Notebook
2. Keep a folder on each student with a chart for the student to record his/her time span each day. Have weekly meetings with the student to discuss progress and any problems which may be interfering with progress.	
TASK G: Evaluate the plan in order to determine if objectives have been met.	
1. Document each time the student achieves and maintains a time span increase. Use a checklist to record when each objective is met. Note how many days the student is able to maintain the time span. Once a student has reached a 30-minute attention span, he/she should be able to maintain the span for a designated amount of time (to be decided by the teacher) in order to state that the plan has been successful.	
2. Videotape the student at the completion of the plan. Compare this videotape to the one made when the plan was started. The teacher may want to view the videotapes with the student and discuss progress made.	Videotape

Worksheet Ala

BASELINE PERIOD

Baseline recording is done before the intervention is introduced. This recording is valuable because it represents a standard against which behavioral changes and the extent of change can be determined. The recording should be unobtrusive because if students are aware that their behavior is being recorded, they may deliberately modify their actions and cause a false picture.

When is behavior recorded? Several options are available: (a) continuous (each time a behavior occurs it is recorded); (b) time sample (refers to a specific time period selected for recording, such as the first 15 minutes of each hour); (c) random spot check (recording is aperiodic; the student is observed at irregular times. Note: Two recordings must be made--the number of observations and the number of target behaviors observed); (d) specific spot check (predetermined brief intervals, such as the first seconds of every hour and half-hour).

How does a teacher know what and when to record? The target behavior is the first determinant. For example, if the target behavior is "late to class", the teacher may be more concerned with how late the student is than with how many times. Hence, a duration measurement rather than a frequency count is selected. The second determinant is the amount of time available to the teacher. Continuous recording is the ideal choice because it reveals every target behavioral occurrence, but it also is the least practical form of classroom recording. The teacher engaged in classroom activities cannot direct undivided attention to one student. Thus, the teacher will have to select another recording time option.

How is behavior recorded? If the frequency of behavior is recorded, a teacher could make hash marks on a sheet of paper or use a mechanical counting device. A stopwatch can be used to record duration of a behavior. Some other recording devices used by teachers for frequency counts are shown in Worksheet Alb.

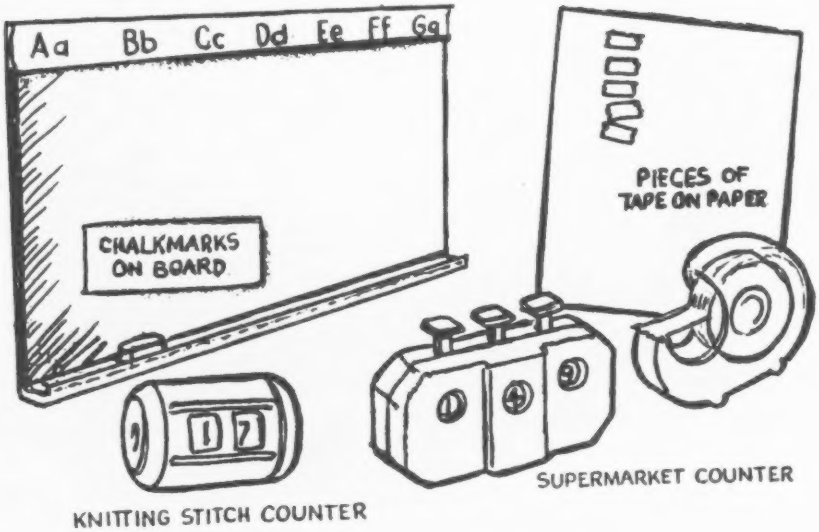
Who does the recording? Teachers using behavior modification techniques for the first time should do it themselves. As they become familiar with the techniques, recording can be shared by training aides, parents, observers, and students. Students can be taught to do self-recording; but self-recording also has been used in itself as a consequence to bring about changes in behavior.

How long is behavior recorded? Behavior is recorded during the intervention program, which consists of two major time periods: (a) baseline (the pre-intervention period), and (b) modification (the intervention period).

SOURCE: Gallagher, P. (1979). Teaching students with behavior disorders: Techniques for classroom instruction (pp. 190-191). Denver, CO: Love.

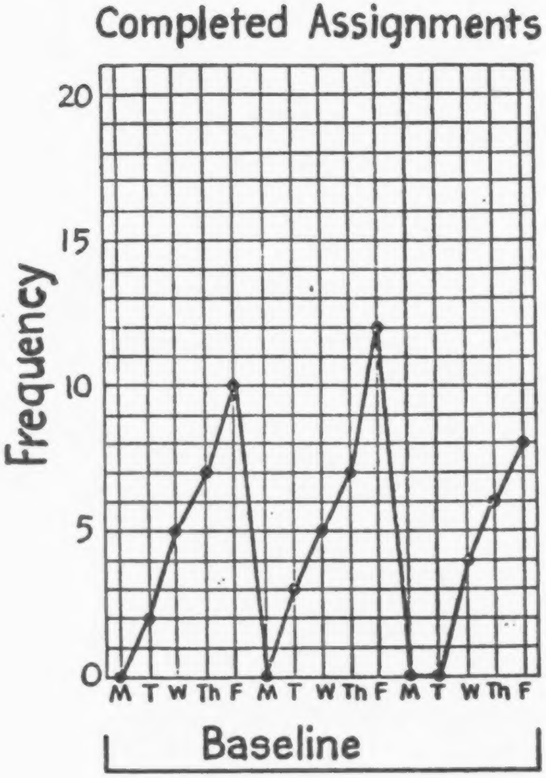
Worksheet A1b

Teaching Students with Behavior Disorders

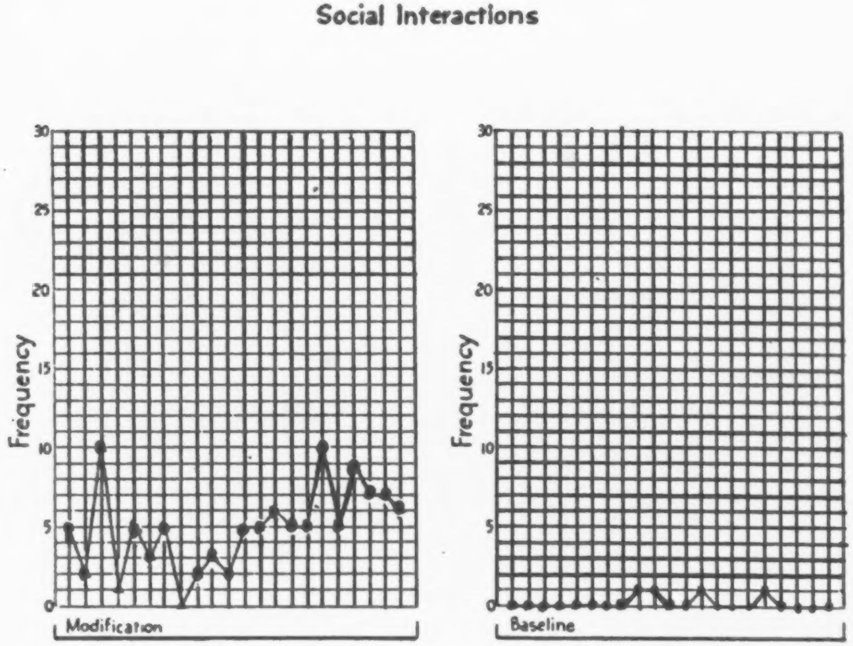

Aa Bb Cc Dd Ee Ff Gg
CHALKMARKS ON BOARD
PIECES OF TAPE ON PAPER
KNITTING STITCH COUNTER
SUPERMARKET COUNTER

SOURCE: Gallagher, P. (1979). Teaching students with behavior disorders: Techniques for classroom instruction (p. 192). Denver, CO: Love.

EXAMPLES OF BASELINE RECORDINGS



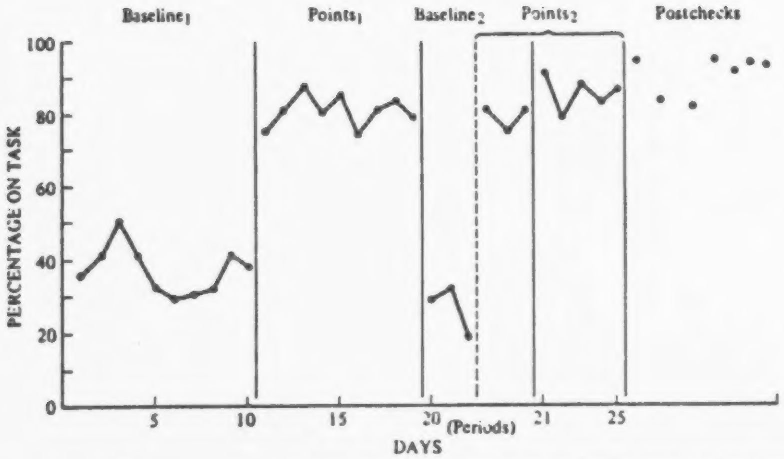
Baseline recording showing pattern of behavior.



Baseline and modification recordings showing improvement in social interactions.

SOURCE: Gallagher, P. (1979). Teaching students with behavior disorders: Techniques for classroom instruction (pp. 194, 197). Denver, CO: Love.

Worksheet A1d



The percentage of time thirteen junior high students were on task during six periods of the day. *(From M. Broden, R. V. Hall, A. Dunlap, and R. Clark, "Effects of Teacher Attention and a Token Reinforcement System in a Junior High Special Education Class,"* Exceptional Children, 36, *p. 345, 1970. Reprinted with permission of The Council for Exceptional Children.)*

SOURCE: Axelrod, S. (1977). Behavior modification for the classroom teacher (p. 127). McGraw-Hill.

Worksheet Bla

POTENTIAL REINFORCERS

Listed are some activities that may serve as reinforcers for children. It must be remembered that for any given child, a specific activity may or may not be a reinforcer.

1. Helping in the cafeteria
2. Assisting the custodian
3. Cleaning the erasers
4. Erasing the chalkboard
5. Using colored chalk
6. Watering the plants
7. Leading the Pledge of Allegiance
8. Decorating the bulletin board
9. Leading the line to recess or the lunchroom
10. Using a typewriter
11. Running the ditto machine
12. Stapling papers together
13. Feeding the fish or animals
14. Giving a message over the intercom
15. Writing and directing a play
16. Picking up litter on the school grounds
17. Cleaning the teacher's desk
18. Taking the class roll
19. Carrying messages to other teachers
20. Holding the door during a fire drill
21. Serving as secretary for class meetings
22. Raising or lowering the flag
23. Emptying the wastebasket
24. Carrying the wastebasket while other children clean out their desks
25. Distributing and collecting materials
26. Using an overhead projector
27. Operating a slide, filmstrip, or movie projector
28. Recording his/her own behavior on a graph
29. Writing with a pen or colored pencils
30. Correcting papers
31. Teaching another child
32. Playing checkers, chess, Sorry, tiddlywinks or other table games
33. Choosing a game to play
34. Being captain of a team
35. Working with clay
36. Doing special, "the hardest", or "impossible" teacher made arithmetic problems
37. Reading the newspaper
38. Reading or drawing a road map
39. Listening to the radio with an earplug
40. Arm wrestling
41. Reading or writing poetry
42. Learning a "magic" trick
43. Lighting or blowing out a candle
44. Being allowed to move desks
45. Sitting beside a friend
46. Going to the library
47. Helping the librarian
48. Writing to the author of a favorite book
49. Looking at the globe
50. Making or flying a kite
51. Popping corn
52. Making a puppet
53. Carrying the ball or bat to recess
54. Visiting with the principal
55. Making a book
56. Recording time taken to do a task
57. Having a spelling bee
58. Doing a science experiment
59. Telling the teacher when it is time to go to lunch
60. Sharpening the teacher's pencils
61. Opening the teacher's mail
62. Sitting next to the teacher at lunch
63. Doing crossword puzzles or math puzzles
64. Sweeping the floor of the classroom
65. Weighing or measuring various objects in the classroom
66. Reading a wall map
67. Giving a spelling test
68. Adjusting the window shades
69. Sewing
70. Having an arithmetic contest at the chalkboard

SOURCE: Wallace, G., & Kauffman, J. (1973). Teaching children with learning problems (pp. 142-143). Columbus, OH: Merrill.

Worksheet B1b

A LIST OF REINFORCERS
SECONDARY AGED EXCEPTIONAL STUDENTS

Dr. Stephen B. McCarney

1. Free Time
   Doing Nothing
   Reading Magazines (from home, outdated library copies)
   Reading Newspapers
   Writing a Letter (to a rock star, favorite author, politician, girl or boy friend, probation officer)
   Peer Tutoring (your class or another one)
   Listen to Records (from class, library, home)
   Visit to Library
   Work on a Hobby
   See a Film
   Draw/Paint/Create
2. Acting as Teacher Assistant (any length of time)
3. Acting as Principal Assistant (any length of time)
4. Have Class Outside (group)
5. Field Trip (group)
6. Go to a Movie (group or individual)
7. Have a Soda
8. Have an Afternoon for a Sport Activity (some play and some watch)
9. Play a Game (Bingo, cards, board games)
10. Use a Camera (take a roll of film and have it developed)
11. Play Trivia Games (group)
12. Time Off From School
13. Coach's Assistant (any length of time)
14. Lunch Picnic
15. Run Errands
16. Extra Time in High Interest Areas (shop, art, P.E.)
17. Do Clerical Work in Building (ditto, office errands)
18. Library Assistant (any length of time)
19. Custodian Assistant (any length of time)
20. Watch TV
21. Earn a Model
22. Typing
23. Attend a Sports Event (group or individual)
24. Food or Treat Coupons
25. Iron-on Decals

Worksheet B1c

NEGATIVE CONSEQUENCES FOR SECONDARY AGED STUDENTS

1. Work not completed during class time must be completed during student's time (study halls, lunch, after school).

2. Destruction of property results in student working some number of hours at the school building to repay the school in labor (cleaning floors, gum off of desks, etc.).

3. Conference with teacher after school.

4. Conference with teacher and principal after school.

5. Conference with parent, teacher, and principal after school.

6. In-school suspension (removal from interaction with peers).

7. Assigned to the teacher with whom there is a problem to work for the teacher in that teacher's classroom for some length of time after school for some number of days (the real emphasis here is for these two persons to form a more positive relationship while working together).

8. Take away extra curricular activities while in school (form of in-school suspension).

9. Assigned to office duties (should not be continued if the student enjoys this activity to the extent that he/she may look forward to it).

10. Cleaning up school grounds (under supervision of custodian who would have to do this himself).

11. Working in cafeteria after school.

12. For smoking in restrooms, clean restroom area.

13. Skipping classes results in carrying a slip of paper which teachers sign, this is then taken to principal at the end of each day.

14. Out-of-school suspension (last resort).

Worksheet B2

IDENTIFICATION OF POTENTIAL REINFORCERS

1. My favorite grown-up (adult) is
   What do you like to do with him/her?
2. The best reward anybody can give me is
3. My favorite school subject is
4. If I had ten dollars, I'd
5. When I grow up, I want to be
6. The person who punishes me most is
   How?
   Effectiveness?
   Other punishments used?
   Which works best with you?
7. Two things I like to do best are
8. My favorite adult at school is
9. When I do something well, what my mother does is
10. I feel terrific when
11. The way I get money is
12. When I have money, I like to
13. When I'm in trouble, my father
14. Something I really want is
15. If I please my father, what he does is
16. If I had a chance, I sure would like to
17. The person I like most to reward me is
    How?
18. I will do almost anything to avoid
19. The thing I like to do best with my mother is
20. The thing that bothers my teacher the most is
21. The weekend activity or entertainment I enjoy most is
22. If I did better at school, I wish my teacher would
23. The kind of punishment I hate most is
24. I will do almost anything to get
25. It sure makes me mad when I can't
26. When I am in trouble, my mother
27. The thing I like to do most is
28. The only person I will take advice from is
29. Not counting my parents, a person I will do almost anything for is
30. I hate for my teacher to
31. My two favorite TV programs are
32. The thing I like to do best with my father is

Worksheet D1

EXAMPLES

A teacher might use a shaping procedure with a student who spends merely a few minutes of each period doing his/her work and the remainder of the period clowning around. Suppose a reading teacher finds Donald spends only five minutes of a thirty minute reading period doing his reading assignment. He/she might set up a program in which Donald can have access to a game area in back of the room if he works for the first seven minutes of the period. Once Donald consistently works for seven minutes, the teacher could set a ten minute work criterion in order for Donald to spend the remainder of the period in the play area. Next, the work criterion can be raised to fourteen minutes. Gradually, the teacher can increase the amount of work time required of Donald until he is working for almost the entire period (for example, twenty-five minutes) for a few minutes of play (for example, five minutes).

Axelrod, S. (1977). Behavior modification for the classroom teacher (pp. 10-11). McGraw-Hill.

Tasks often must be scheduled in mini-assignments. A student having the ability to succeed on a forty minute social studies assignment that includes reading factual information, answering comprehension questions, using map skills, and writing a short, creative passage may not be able to stay with that task for a forty minute period. Thus, the teacher can break the task into short sessions which the student can tolerate. Subsequent lessons in social studies should be continued in this manner, with time increased by increments until the student can work longer periods. Other students may need short work periods because they are not developmentally mature or because they lack the skills necessary to proceed on lengthy or complicated assignments.

Gallagher, P. A. (1979). Teaching students with behavior disorders: Techniques for classroom instruction (p. 233). Denver, CO: Love.

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The Behavior Book. Shawnee Mission BD Teachers. Shawnee Mission Public Schools, Shawnee Mission, KS.

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Elementary Principles of Behavior. Whaley, D. L. & Malott, R. W. Prentice Hall, Inc.

ACCESS SKILL

STUDENT WILL IDENTIFY SAFETY HAZARDS AND EXERCISE PREVENTATIVE MEASURES AND SAFETY RULES

NAME:

DATE COMPLETED	DATE RECHECKED	TASK ANALYSIS STEPS	TEACHER COMMENTS
		A. Student will identify types of accidental injuries. B. Student will define and identify safety hazards. C. Student will give examples of emergencies. D. Student will read and understand safety directions. E. Student will identify safety rules to be followed in the kitchen. F. Student will identify safety rules to be followed in the use of tools and equipment. G. Student will identify safety rules to be followed concerning electrical equipment. H. Student will identify safety rules to follow in order to prevent a fire. I. Student will identify safety rules to follow concerning poisonous materials.	

ACCESS SKILL: IDENTIFY SAFETY HAZARDS AND EXERCISE PREVENTATIVE MEASURES AND SAFETY RULES.

TASK ANALYSIS STEPS: A-I

ACTIVITY	MATERIALS/RESOURCES
TASK A: Student will identify types of accidental injuries.	
1. Have students define the term "accident." Include these points in the discussion: a. Accidents are uplanned events that often result in injury or death. b. Accidents do not just happen. c. Accidents are one of the top five leading causes of death.	
2. Divide the students into groups and have them list kinds of accidental injuries. Some examples to get them started include falls, burns, poisoning, electrical shock, and cuts.	
3. Make a bulletin board display using pictures or drawings by students which illustrate the most common types of accidental injuries.	Magazines, pictures of accidents
4. Ask students to find recent statistics on the five leading causes of accidental deaths in the United States. Write the list on the board along with the approximate number of yearly deaths from each cause.	The World Almanac and Book of Facts
TASK B: Student will define and identify safety hazards.	
1. Have student define the term "safety hazards".	
2. Divide the students into four groups. Have students list possible safety hazards in the following places: the kitchen, at school, at home (other than the kitchen), and industrial areas such as wood shop. Discuss these hazards and ways of making the areas safe.	
3. From a picture of a kitchen, have students identify at least ten safety hazards.	Worksheet B3
4. Using Worksheet B4, have students determine if a phrase represents a potential hazard.	Worksheet B4
TASK C: Student will give examples of emergencies.	
1. Have students make a list of common emergencies they have encountered in the past year.	
2. Have the students give examples of an emergency in the following areas: the kitchen, at home (other than the kitchen), restaurant customers, industrial areas such as wood shop, auto mechanic shop, and boat repair shop.	
TASK D: Student will read and understand safety directions.	
1. Introduce words or phrases by writing them on the chalkboard. Write definitions for these words. Also discuss	Worksheet D1

ACTIVITY	MATERIALS/RESOURCES
TASK D: CONTINUED	
symbols that are used such as the skull and crossbones. Divide the students into small groups and have them review the vocabulary words and definitions.	
2. Have the students bring in various household products with labels on them. Help them locate the safety directions under clue words such as caution or warning. Have them circle any unfamiliar terms. Also have them locate the directions for first aid and circle any unfamiliar terms. You should have enough on hand so each student can have one product to use.	
3. Give the students various product labels and have them read the safety instructions and directions for first aid treatment. Ask the students questions.	Worksheet D3
4. Role play the following situations using product labels: You get battery acid on your hands and clothes; you find a person who has been overcome from the fumes of an insect repellent.	See First Aid Package; Product labels
TASK E: Student will identify safety rules to be followed in the kitchen.	
1. Review Worksheet B3 and identify the hazards in the kitchen. Have the student list a safety rule for each hazard.	Worksheet B3
2. Have students identify hazards in their kitchen at home. Bring the lists to school and ask students to identify safety rules that should have been followed.	
3. Collect an assortment of sharp or pointed objects found in the kitchen such as knives, forks, and an ice pick. Have students locate the sharp end of the object.	Knives, forks, ice pick, other sharp objects found in a kitchen
4. Have students look at home to see how many sharp objects they have in their kitchen and home and if they are safely stored.	
5. Demonstrate the proper way to pass pointed or sharp objects to another person - with the blunt end or handle first. Then have students practice passing sharp objects. Also demonstrate the proper way to carry a sharp object - with the sharp edge or point directed downward and away from the body. Then have students practice carrying sharp objects across the room.	Knives, sharp objects (Have all sharp edges protected when using to avoid accidents during this activity.)
6. Collect an assortment of knives used in the kitchen. Have students discuss the characteristics of the knives and their uses.	Worksheet E5
7. Have students differentiate between various knives. Give student various food cut with knives. Have them match the food cut with the appropriate knife.	Worksheet E6 Worksheet E6a
8. Divide the students into three groups. Have one group list safety rules involving cooking, another group list safety rules involving the handling and use of knives, and the third group identify general safety rules to observe in the kitchen.	Worksheet E7

ACTIVITY	MATERIALS/RESOURCES
TASK E: CONTINUED	
9. Have each student make a poster depicting a safety rule to be followed in the kitchen.	Posterboard, paint, crayons, pencils, magazines, catalogs, glue, scissors
10. Role play the following situations: a. You are peeling tomatoes with a paring knife and you cut your finger. What do you do? b. The chef is cutting up a chicken. The butcher knife slips and he cuts his arm severely. What do you do?	See First Aid Package
TASK F: Student will identify safety rules to be followed in the use of tools and equipment.	
1. Have students list tools and equipment they have used at home and school. Students can make a bulletin board display of shop tools and equipment, tools they use at home, etc.	Magazines, catalogs, scissors
2. Review Worksheet B3 and identify the hazards involving tools and equipment. Have students write a safety rule for each hazard.	Worksheet B3
3. Discuss accidents which the students know happened with powered tools and equipment, why these happened, and what could have been done to prevent them.	
4. Discuss the functions of various tools and equipment, such as a mixer, meat slicer, power saw and drill. Have students give examples of their uses and dangers in using them.	Pictures of the tools and equipment listed in F4
5. Divide the students into six groups. Use the following categories: Using tools, care of tools, appropriate clothing, general safety rules, housekeeping, and first aid. Have the students write safety rules concerning tools and equipment for each category. Then, as a group, have students discuss why these rules are important.	Worksheets F5 and F5a
6. Have the janitor and building maintenance instructor demonstrate the proper way to erect a step ladder. Have him/her discuss the hazards of standing on the top of the step ladder. Have students practice erecting and carefully climbing a step ladder.	Step ladder
7. Arrange for the shop teacher to conduct a tour of the shop facilities. Ask him/her to demonstrate the use of power tools and discuss safety rules to be followed.	
8. Have students make a poster depicting a safety rule involving the use of tools and equipment.	Poster board, paint, crayons, pencils, glue, magazines, catalogs, scissors
9. Role play the following situation: You are in shop class. You see another student playing a practical joke on another student. What do you do? What do you say?	
TASK G: Student will identify safety rules to be followed concerning electrical equipment.	
1. Have student list electrical equipment they have used. Students can make a bulletin board display of electrical equipment they have used.	Magazines, catalogs, scissors

ACTIVITY	MATERIALS/RESOURCES
TASK G: CONTINUED	
2. Review Worksheet B3. Have students identify hazards involving electrical equipment. Discuss possible safety rules.	Worksheet B3
3. Have students identify electrical hazards they find at home. Discuss how to correct these hazards.	
4. Divide the students into two groups. Have them identify safety rules involving electrical equipment.	Worksheet G4
5. Have students discuss why it is dangerous to plug or unplug an appliance with wet hands and why you should not dry your hair while taking a bath.	
6. Arrange for a representative from the local power company to speak on using pennies in the fuse box and how to shut off the electrical power. Have students locate their fuse box or breaker box at home.	
7. Have students make a poster depicting a safety rule invol-electrical equipment.	Poster board, glue, scissors, magazines, catalogs, pencils, crayons
8. Review the first aid treatment for electrical shock. Role play the following situation: Your friend plugs in the electric drill and falls to the ground. The drill is still in his hand. What do you do?	First Aid Module
TASK H: Student will identify safety rules to follow in order to prevent a fire.	
1. Have students discuss fires they have seen or experienced. Discuss the cause(s) of the fire and how it could have been prevented.	
2. Conduct a simple experiment using a match and a glass which is lowered over the match. Explain fire needs fuel, air, and heat.	Match, glass
3. Have students list and prepare a bulletin board display of home and school areas in which fires could start. Discuss why these areas have more fires.	Magazines, scissors
4. Divide the students into three groups. Have them identify ways to prevent fires. Use the following categories: wires and cords, gasoline, and kitchen. Combine the lists and display it on the blackboard.	Worksheet H4
5. Discuss the three basic ways to put out a fire and methods to use to prevent a fire from getting larger.	Worksheet H5
6. Discuss the fact that smoke, not flames, is the real killer in a fire. Find articles in newspapers dealing with fires. Determine if the people died from the smoke or fire.	Newspapers
7. Invite a fireman to discuss the use of the hot door test and smoke alarms. Have students identify rules to follow in using the hot door test. Discuss where smoke alarms should be located.	Fireman Worksheet H7
8. Discuss the three types of fires: electrical, oil or grease, and gasoline. Have students discuss methods to use to put out each type of fire. Have students make a chart	Worksheet H8

ACTIVITY	MATERIALS/RESOURCES
TASK H: CONTINUED	
listing the types of fires and what should and should not be used to put them out.	
9. Have the students develop a fire plan and discuss the reasons why it is important to have a fire plan. a. Alert any others. b. Get out. c. Family members meet outside. d. Notify the fire department. e. Do not go back in.	
10. Discuss the necessity of fire drills. Have students identify the steps in planning a fire drill. Then have students practice a fire drill at school and at home.	Worksheet H10
11. Have students discuss what to say when reporting a fire. List the steps on the blackboard.	Worksheet H11
12. Have students prepare a skit showing careless actions which might cause a fire. Then role play appropriate action to prevent a fire.	
13. Have students role play the following fire problems for students to solve: a. A smoke-filled room. b. A fire which has just started. c. A fire in an automobile. d. A grease fire in the oven.	
14. Review fire safety rules with students. Use Worksheet H14 for discussion, then have student complete form.	Worksheet H14
TASK I: Student will identify safety rules to follow concerning poisonous materials.	
1. Divide the students into two groups. Have one group list poisonous household chemicals and the other group list poisonous medications and cosmetics. Compile the list and write it on the blackboard or a transparency.	Worksheet I1
2. Have students find articles in newspapers about accidents and poisons. Have students write a safety rule for each accident.	Newspapers
3. Divide the students into two groups. Have one group list safety rules concerning household poisons and the other group list safety rules concerning medications and cosmetics. Combine the list and put it on the blackboard.	Worksheet I3
4. Discuss food poisoning. Have students list foods that can cause food poisoning if not properly chilled. Discuss how a person can tell if food in a can is spoiled: a. cans that have bulged ends b. dented cans c. fizzing of the can when opened	Worksheet I4 Samples of bad cans Refrigerated food with mold on it
5. Discuss other foods and how a person can tell if the food is spoiled.	Worksheet I5

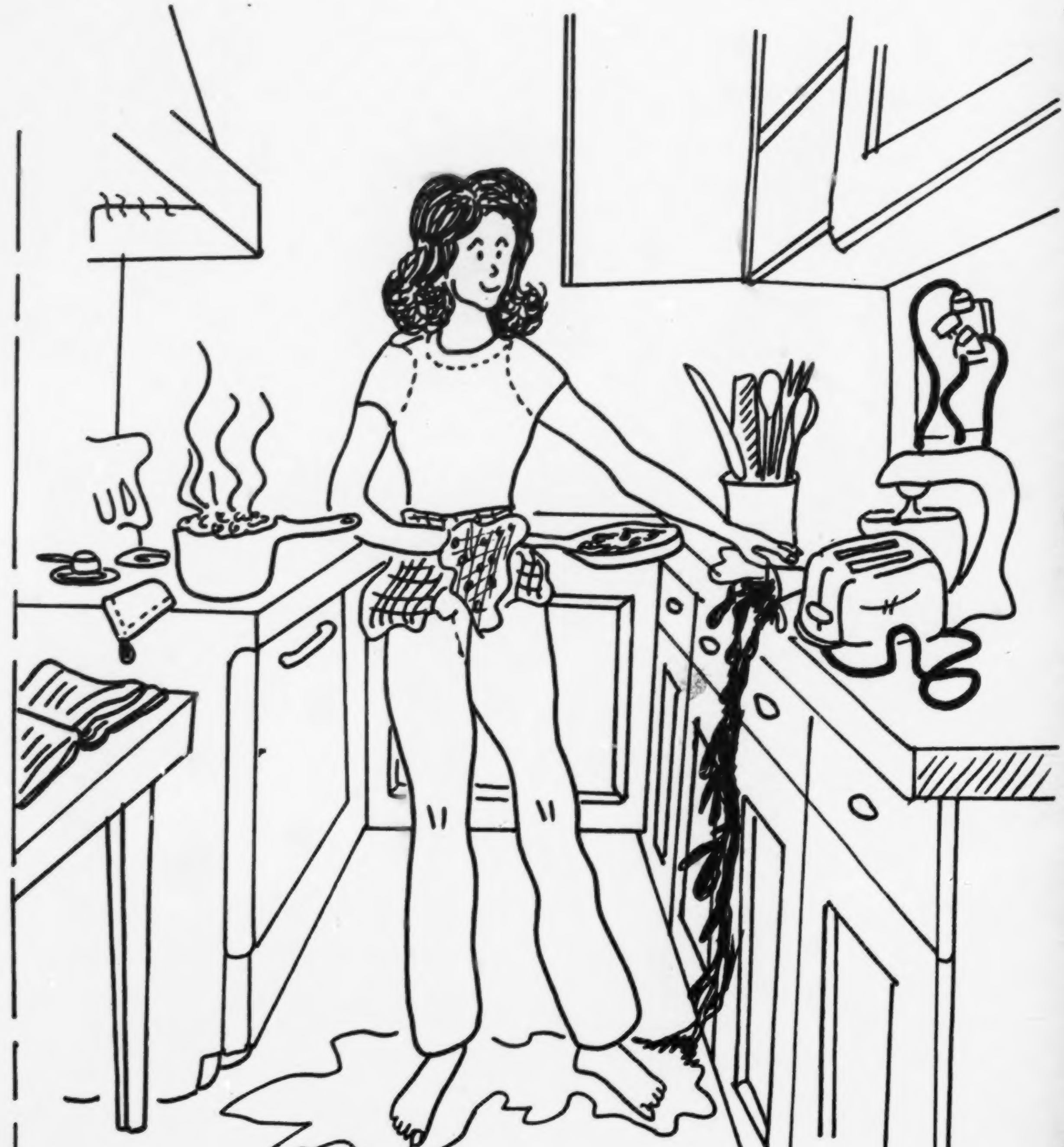
ACTIVITY	MATERIALS/RESOURCES
TASK I: CONTINUED	
6. Discuss symptoms of poisoning. Divide the students into two groups. Have one group identify symptoms of food poisoning and the other group identify symptoms of chemical poisoning.	Worksheet I6
7. Have students verbally review the first aid treatment for poisoning.	First Aid Package
8. Have students make a poster depicting a safety rule involving poisonous materials.	Poster board, glue, scissors, magazines, pencils, crayons
9. Role play the following situations:	
a. You are asked to speak before the second grade class on chemical poisoning. What will you talk about?	
b. You see that your mother is about to open a can of vegetables in which both ends of the can bulge out. What do you do?	
10. Discuss and distribute information on botulism.	

Worksheet B3

SAFETY HAZARDS

Circle and list the hazards you find in the picture below.

LIST



Worksheet B3 Answer Key

1. Overloaded electrical circuit
2. Spill on the floor
3. Spill on the cabinet
4. Open cupboard doors
5. Using an apron to handle the hot pan
6. Pan on the stove turned toward the outer edge of the stove
7. Barefooted
8. Pot holder on the stove
9. Sharp knife stored on counter
10. Using toaster while holding hot pan
11. Other possibilities

Worksheet B4

POTENTIAL SAFETY HAZARDS

Place a check beside each phrase that represents a potential safety hazard.

______ 1. Tools left lying around

______ 2. Steep stairs

______ 3. Unplugged lathe and saw

______ 4. Equipment neatly stacked

______ 5. Unlocked cabinets with poisonous materials inside

______ 6. Overloaded electrical circuits

______ 7. Reading instructions before using a tool

______ 8. A pan on the stove

______ 9. Combustible materials lying around

______ 10. Wet kitchen floor

______ 11. A battery operated clock

______ 12. Using an appliance or tool without know how to use it

______ 13. Fire extinguisher in a central location

______ 14. Turn off an appliance or tool after using it

______ 15. A defective tool or machine

ANSWER KEY:

The following numbers should be checked:

1.

2.

4.

5.

6.

8.

9.

10.

12.

15.

Worksheet D1

SAFETY INSTRUCTION PHRASE VOCABULARY

Instructions: Write a definition or example of a phrase meaning next to that word or phrase.

Poison

Danger

Combustible

May cause severe eye irritation

Ignite

For external use only

Flush

Ingest

Antidote

Flammable mixture

Shock hazard may exist

May be fatal or cause blindness if swallowed

Vapors harmful

May be harmful if swallowed

Skin irritant

Do not use near open flame

Do not take internally

Induce

Well-ventilated

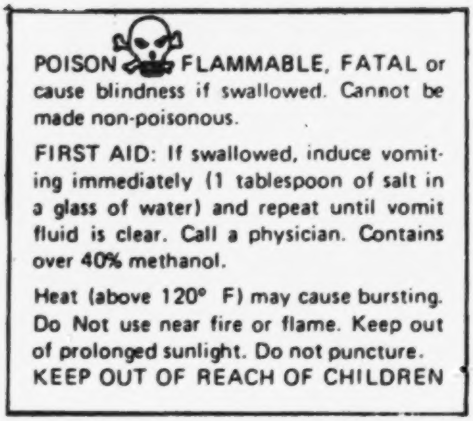
Keep out of reach of children

Do not puncture

Worksheet D3

READING SAFETY INSTRUCTIONS

Fuel System Antifreeze

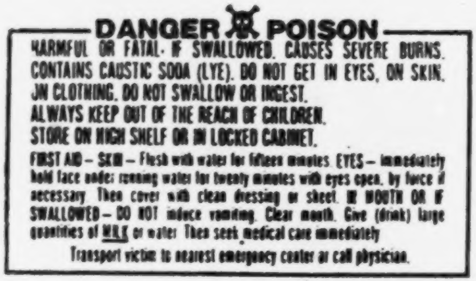


POISON FLAMMABLE, FATAL or cause blindness if swallowed. Cannot be made non-poisonous.

FIRST AID: If swallowed, induce vomiting immediately (1 tablespoon of salt in a glass of water) and repeat until vomit fluid is clear. Call a physician. Contains over 40% methanol.

Heat (above 120° F) may cause bursting. Do Not use near fire or flame. Keep out of prolonged sunlight. Do not puncture. KEEP OUT OF REACH OF CHILDREN

Drain Cleaner



DANGER POISON

HARMFUL OR FATAL IF SWALLOWED. CAUSES SEVERE BURNS. CONTAINS CAUSTIC SODA (LYE). DO NOT GET IN EYES, ON SKIN, ON CLOTHING. DO NOT SWALLOW OR INGEST.
ALWAYS KEEP OUT OF THE REACH OF CHILDREN.
STORE ON HIGH SHELF OR IN LOCKED CABINET.

FIRST AID – SKIN – Flush with water for fifteen minutes. EYES – Immediately hold face under running water for twenty minutes with eyes open, by force if necessary. Then cover with clean dressing or sheet. IN MOUTH OR IF SWALLOWED – DO NOT induce vomiting. Clear mouth. Give (drink) large quantities of MILK or water. Then seek medical care immediately.

Transport victim to nearest emergency center or call physician.

Answer the following questions concerning the antifreeze.

1. What does the skull and crossbones mean?
2. Why should this product not be used near fire or flame?
3. What does "do not puncture" mean?
4. What is the first aid treatment if this product is swallowed?
5. This produce says "keep out of reach of children". Where would be a good place to store it?

Answer the following questions concerning the drain cleaner.

1. Where should the drain cleaner be stored?
2. What are the dangers of the drain cleaner?
3. What do you do if you spill some on your hands?
4. What should you do if a child accidentally swallows some drain cleaner?

ANSWER KEY:

Antifreeze:
1. The product is poisonous and may be fatal if taken internally.
2. It is flammable; it may cause bursting.
3. Do not pierce the can with a pointed object.
4. Induce vomiting immediately using 1 tablespoon of salt in a glass of water. Repeat until vomit fluid is clear. Call a physician.
5. In a locked cabinet; in a high cabinet children cannot reach.

Drain Cleaner:
1. High shelf or in a locked cabinet, out of the reach of children.
2. Poisonous; harmful or fatal if swallowed; causes severe burns.
3. Flush with water for fifteen minutes and transport victim to nearest emergency center or call physician.
4. Do not induce vomiting. Clear mouth. Give large quantities of milk or water. Seek medical care immediately.

Worksheet E5

TYPES OF KNIVES USED IN THE KITCHEN AND THEIR USES

1. Paring knife. Has a short blade. Used for removing vegetable and fruit skins and for cutting foods.

2. Utility knife. Has a 5 to 7 inch blade. The blade may be plain edged, serrated, or scalloped. Used for slicing tomatoes and onions, carving small roasts, and cutting a head of lettuce.

3. Butcher knife. Has a strong, broad blade 6 to 8 inches long. Used to cut meats and large fruits.

4. Bread knife. Has a serrated edge. Used to slice bread.

5. Grapefruit knife. Curved at the tip and serrated. Used for sectioning grapefruit and removing seeds from green peppers.

6. French knife. Has a blade 6 to 10 inches long or longer. Has a straight cutting edge. Used to chop and dice fruits, vegetables, and meat.

Worksheet E6

TYPES OF KNIVES

Match the knife with its name.

_____ 1. paring knife

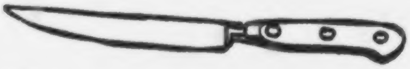
_____ 2. butcher knife

_____ 3. utility knife

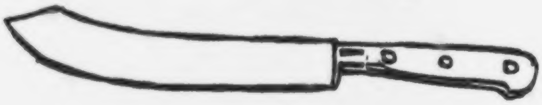
_____ 4. French knife

a.

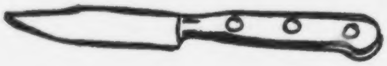
b.



c.



d.



ANSWER KEY:

1. d
2. c
3. b
4. a

Worksheet E6a

USING KNIVES

Match the food cut with the appropriate knife that is used.

_____ 1. peel a tomato
_____ 2. slice an onion
_____ 3. section grapefruit
_____ 4. slice a ham
_____ 5. dice onions
_____ 6. slice a loaf of bread
_____ 7. cut a watermelon
_____ 8. carve a small roast
_____ 9. peel a peach
_____ 10. cut a head of lettuce
_____ 11. slice a roast
_____ 12. chop a green pepper

a. paring knife
b. utility knife
c. butcher knife
d. French knife
e. bread knife
f. grapefruit knife

ANSWER KEY:

1. a
2. b
3. f
4. c
5. d
6. e
7. c
8. b
9. a
10. b
11. c
12. d

Worksheet E7

SAFETY RULES INVOLVING COOKING

1. When cooking. all pot holders should be turned toward the counter or range top.
2. Always use a pot holder when carrying hot pans.
3. When checking on food cooking in pots, lift the lid in a way that allows the steam to escape away from your face and hands.
4. Hot foods brought to the table should be carried with pot holders.
5. Practical, close-fitting clothing should be worn at all times.

SAFETY RULES INVOLVING THE HANDLING AND USE OF KNIVES

1. Use the proper sized knife for each task.
2. The knife should always be pointed down and away from the body.
3. Knives should always be kept sharp.
4. Never hand a person a knife with the point facing him/her.
5. Never store knives within the reach of children.

GENERAL SAFETY RULES

1. If any water, food spills, or grease fall on the floor, wipe it up immediately.
2. A strong stool or stepladder should be used to reach high shelves.
3. Sharp items should never be put loosely in a dishpan or a drawer.
4. Keep cupboard or cabinet drawers closed.

Worksheet F5

SAFETY RULES--USING TOOLS AND EQUIPMENT

1. Never use tools or equipment without training or authorization.
2. A cutting tool must have a sharp edge to do a good job.
3. Make sure tools and machines are in good condition.
4. Use the correct tool or machine for every job.
5. When carrying tools, always keep the pointed ends down.
6. Never try to test the sharpness of tools on your hand or fingers.
7. Keep your hands away from the front of sharp-edged cutting tools.
8. Turn off machines before putting tools or fingers in.
9. Always follow the safety rules with each tool and machine.
10. Never use electrical tools around inflammable vapors and gases.
11. Always be sure your hands are dry when using an electrical tool.
12. Always keep cords of electrical tools away from oil or hot surfaces.

SAFETY RULES--CARE OF TOOLS

1. If a tool or machine is defective, do not use it.
2. Do not carry tools in your pocket.
3. Always keep tools sharp.
4. Make sure hammer heads and screwdriver blades are fastened tightly to their handles.
5. Lay tools to be used in a neat arrangement.
6. Place the cutting edges away from you.
7. Always store tools in their proper location.

SAFETY RULES--APPROPRIATE CLOTHING

1. Never wear loose-fitting clothing.
2. While working in the shop, roll up your sleeves, tuck in or remove your tie, and wear a shop coat or apron.
3. Remove rings and other jewelry when using power tools.
4. Keep your hair cut short or tie long hair back off your shoulders.
5. Always wear special protective clothing when welding.
6. Always wear eye shields or goggles when grinding, sanding or drilling.

Worksheet F5a

SAFETY RULES--GENERAL SAFETY RULES

1. Do not carry awkward objects alone; get help.
2. If it is not solid, do not stand on it. Use a ladder.
3. Always cut outward, away from your body, when using a knife or cutting tool.
4. Avoid horseplay.
5. Never work in the shop or work area when your instructor is not in the room.

SAFETY RULES--HOUSEKEEPING

1. Keep the work area clean and in order.
2. Clean the tool or machine after using it.
3. Put away all tools and accessories.
4. Wipe up any spills.
5. Get rid of waste material.

SAFETY RULES--FIRST AID

1. Get first aid no matter how slight the injury.
2. Report every accident, no matter how small, to your instructor.
3. If you get something in your eye, get help from someone who knows how to remove the particle.

Worksheet G4

SAFETY RULES INVOLVING ELECTRICAL EQUIPMENT

1. Disconnect cords by pulling the plug, not the cord.
2. Avoid overloading electrical circuits.
3. Only one appliance should be plugged into an outlet at a time.
4. Electrical cords that become frayed or cracked should be repaired or replaced at once.
5. Do not use wet hands to plug or unplug an appliance.
6. Never use makeshift devices such as pennies in the fuse box.
7. Electrical switches, fixtures, and appliances should never be turned on while standing the the bathtub, shower, damp floor, or if the body is wet.
8. If extension cords are used, they should be of the rubber-insulated type.
9. Defective appliances should be repaired or replaced.
10. Know how to shut off the source of electrical power.

Worksheet H4

WAYS TO PREVENT FIRES

1. Combustible materials should be stored in metal containers.
2. Aerosol containers should be kept away from heat.
3. Form an escape plan in case of fire.
4. Smoke alarms should be installed.
5. Keep matches and lighters out of reach of children.
6. Never smoke in bed or around combustible materials.
7. Provide ashtrays that hold cigarettes and cigars securely.
8. Keep a fire extinguisher in a convenient place.
9. When cooking, the pan should be deep enough to keep the food from bubbling or splattering over the top of the pan.
10. Do not throw water on burning fat or grease.
11. Do not leave pot holders, paper towels, or plastic utensils on top of the stove.
12. Do not leave pans on to cook for a long period of time without checking on them.
13. Do not overload electrical circuits.
14. Repair or replace worn or frayed electrical cords.
15. Do not dry clothes in the oven.
16. Gasoline, cleaning fluid, or flammable liquids should not be stored in the kitchen.
17. Do not place papers or magazines on or near heat vents, radiators, or fireplaces.
18. Do not let trash or waste materials accumulate.
19. Check for faulty furnaces and stoves, faulty furnace pipes, and sooty chimneys.

Worksheet H5

WAYS TO PUT OUT A FIRE

1. Take away its fuel.
2. Take away its air (smother it).
3. Cool it with water or fire extinguisher chemicals.

PREVENTING A FIRE FROM BECOMING LARGER

1. Get the burning material out of the house (carry it out, or throw it out of a door or window if you can.
2. Put out the fire with water, sand, earth, or fire extinguisher chemicals.
3. Smother the fire with a rug or blanket, preferably wet.

Worksheet H7

USING THE HOT DOOR TEST

1. Never open the door without first checking to see if it is warm.
2. Place your hand on the door.
3. If it is even slightly warm, do not open the door.
4. If possible, escape out a bedroom window.
5. Stuff a small rug, towel, sheet, or other fabric around the crack of the door to keep the smoke out.
6. If the door is not warm to the touch, open the door slightly with your face turned away from the crack.
7. If smoke seeps through, close the door immediately.
8. If there is no smoke, investigate other parts of the house and open each door in the same manner.

Worksheet H8

PUTTING OUT ELECTRICAL FIRES

1. Shut off the electricity first.
2. Put out the flames with water or anything else available.
3. If you cannot shut off the electricity, do not use water to put out the fire.

PUTTING OUT OIL OR GREASE FIRES

1. Shut off the supply of whatever is burning.
2. Smother the flames with sand, earth, rugs, or other heavy materials.
3. Do not use water to put out the flames.
4. For small kitchen fires, table salt or baking soda can also be used.

PUTTING OUT GASOLINE FIRES

1. Shut off the gas supply.
2. Use water, sand, or earth to put out whatever is burning.

Worksheet H10

PLANNING A FIRE DRILL

1. Map out an escape route and an alternate route from every room.
2. Explain to everyone the dangers of fire, how to do the hot door test, and how to notify the fire department.
3. Set a meeting place outside the house so no one will be tempted to go back inside the burning building.
4. After completing the plans, practice a fire drill.

Worksheet H11

REPORTING A FIRE

1. Say, "I want to report a fire. This is an emergency."
2. Give the exact location: the street number and the nearest cross street.
3. Tell the operator or dispatcher if it is an inside fire or outside fire.
4. Tell them you all go out or tell them if someone is trapped.
5. Answer any questions you are asked.
6. Do not hang up until the operator or dispatcher tells you to.

Worksheet H14

FIRE QUIZ

Place a T before the statements that are true, and an F before the statements that are incorrect.

_____ 1. If you are awakened at night by the smell of smoke, you should run and open the bedroom door to see where the smoke is coming from.

_____ 2. Smoke contains poisonous gases and often kills before the fire.

_____ 3. If there is a fire, you should not tell anyone, but you should go to the phone and call the fire department.

_____ 4. If your clothes catch on fire, you should run for help.

_____ 5. You should always get out of a burning building, even if the fire is small.

_____ 6. If a closed door feels warm to your touch, it means flames and smoke are on the other side and you should not open the door.

_____ 7. You should never go into a building that is burning.

ANSWER KEY:

1. T 2. T 3. F 4. F 5. T 6. T 7. T

Worksheet I1

POISONOUS HOUSEHOLD CHEMICALS

air fresheners
ammonia
antifreeze
arsenic rat poison
bleach
DDT insect poison
detergents
drain cleaners
furniture polish
gasoline
ink
kerosene
lighter fluid
lye
metal polish
oven cleaners
painting supplies
strychnine rat poison
toilet bowl cleaners

POISONOUS MEDICATIONS AND COSMETICS

antihistamines
aspirin
boric acid
cough medicine
deodorants
hair preparations
iodine
iron pills
laxatives
liniments
perfume
reducing pills
shaving preparations
sleeping pills
tranquilizers
vitamins

Worksheet I3

SAFETY RULES CONCERNING POISONS

1. Keep medicines locked up and keep household chemicals in a high place.
2. Always return medicines and cleaning agents to the proper storage place as soon as you have finished using them.
3. Do not transfer potential poisons to food containers, such as bowls, bottles, and jars.
4. Do not tell children that medicine is candy.
5. Read the label immediately before administering medicine.
6. Lock up pesticides and do not place pesticide bait where children can find it.
7. Do not eat paint chips or chew on painted surfaces.
8. Seal poisonous substances closed with strong tape.
9. Store potential poisons away from food.
10. Keep cosmetics out of the reach of children.
11. Poisonous materials should be clearly labeled.
12. Foods should be kept properly chilled.
13. Foods that are meant to be served hot should be served that way.
14. When spraying insecticides or spray paint maintain good circulation of air in the room.

worksheet I4

FOODS THAT CAN CAUSE FOOD POISONING

cream-filled dishes

dishes made with mayonnaise

creamy dressings

cheese

casseroles

moist prepared foods

uncooked pork

improperly home-canned or other canned foods

Worksheet I5

INDICATIONS OF FOOD SPOILAGE

Fruits and Vegetables - bad spots or dark spots

Egg - an offensive odor

Fish - an offensive odor and "mushy"

Bread and Cakes - may form mold, a stale taste

Cream Cheese and Cottage Cheese - yellowish color, sour odor

Meat - a strong odor, may feel slippery or slimy and have a "fuzzy" appearance

Milk - an offensive odor, lumps in the milk

Worksheet I6

SYMPTOMS OF FOOD POISONING

1. Fever
2. Headache
3. Abdominal pains
4. Nausea and vomiting
5. Diarrhea

SYMTPOMS OF CHEMICAL POISONING

1. Drowsiness
2. Unconsciousness
3. Severe stomach upset or pain
4. Pain or burning in the throat
5. Burns around the lips or mouth
6. Breath odor

ACCESS SKILL

STUDENT WILL DEMONSTRATE SAFETY PROCEDURES FOR VARIOUS ACTIVITIES

NAME:

DATE COMPLETED	DATE RECHECKED	TASK ANALYSIS STEPS	TEACHER COMMENTS
		A. Student will identify and define "safety" and "emergency."	
		B. Student will discuss safety procedures of which he/she is presently aware.	
		C. Student will identify various situations in which it is necessary to know the proper safety techniques.	
		D. Given various situations the student will become familiar with the safety procedures involved.	
		E. Given basic first aid training the student will become familiar with some of the safety procedures involved.	
		F. Student will distinguish between types of knives and the safety procedures for using knives.	
		G. Student will demonstrate the safety procedures for using power tools.	
		H. Student will recognize and identify hot surfaces and demonstrate ways to keep oneself and others safe from hot water and hot surfaces.	
		I. Student will demonstrate the correct method for setting up and climbing a ladder.	
		J. Student will read and understand basic safety instructions.	

ACCESS SKILL: **DEMONSTRATE SAFETY PROCEDURES FOR VARIOUS ACTIVITIES**

TASK ANALYSIS STEPS: A-J

ACTIVITY	MATERIALS/RESOURCES
TASK A: Student will identify and define "safety" and "emergency".	
1. The teacher directs the lesson on safety by asking if the students understands "safety." If taught in a group, the students could break into small groups to define safety and give an example of it. Explain to the students that they are responsible for their own safety and that is why they are to learn about it in this lesson.	
2. Ask some "What if" questions. For example: What if you were told to climb a ladder and you didn't know how to set it up, what would you do? What if you were to cut up a salad where you work and you had never worked with a knife before, what would you do? These are things the students will learn in this lesson.	
3. Define "safety" as the state of being safe. Explain it to the students further by saying that it is when you are not in danger, you are safe. Write "safety" on the board.	Chalk, chalkboard
4. Define "emergency" as a sudden important happening or accident. Ask the students if they know what emergency means and ask them to give an example of an emergency. Make sure each student understands both definitions before moving on. Write "emergency" on the board.	Chalk, chalkboard
5. Individually ask each student to identify "safety" and "emergency."	
6. You might also want to add to the students definition the word "accident" and define it. Explain to the students that more than half of the accidents occur in the home--a place we would consider safest.	
TASK B: Student will discuss safety procedures of which he/she is presently aware.	
1. Explain to the students that the purpose of this lesson is to see how many safety procedures he/she is currently aware of.	
2. Ask students to write about, tell about, or role play with another student a safety procedure he/she is aware of. For example: When climbing do not stand on a chair, but use a ladder. Do not keep matches over a stove. Do not put your hand or other objects on a hot stove or in hot water, etc.	
3. Once students have exhausted their knowledge of safety procedures, identify other areas such as proper ways to lift, bend, push, pull, cut with a knife, use power tools, use hand tools, properly erect a step ladder and climb, read and understand safety instructions.	
4. Invite guest speakers to demonstrate the proper methods of performing the above skills safely. Have the students report on each one if they are already aware of the safety precautions necessary.	Guest speakers Worksheet B4

ACTIVITY	MATERIALS/RESOURCES
TASK C: Student will identify various situations in which it is necessary to know the proper safety techniques.	
1. Introduce lesson by discussing with the students that it is important to know the proper safety techniques to use in various situations. Ask the students if they can identify some of these situations. (This might be a review for some students, but some may come up with some new ideas.)	
2. Invite a guest speaker from the Fire Department, Health Department, First Aid or Red Cross Agency, or a safety administrator in a local business to speak to the group on safety precautions that are taken on the job and those the students must take on their own.	Guest speaker
3. Give the students newspapers and magazines and ask them to identify various situations in which an accident could have been prevented if someone would have used the proper safety precautions. Have them cut out pictures or articles about an accident and tell the proper safety procedures which should have been used.	Newspapers, magazines
4. Discuss with students safety procedures we see each day, such as stop signs, traffic lights, one-way signs, etc. Sometimes in cafeterias we see signs which tell us that a microwave oven is in use. What difference does that make? Elicit from the students the purpose behind some of these common warnings that they might take for granted.	Pictures of signs
5. Assign the students a person to watch and report about. Tell the students to watch the person for at least ten minutes and see how many situations he/she used proper safety procedures in and how many he did not. They should also tell what the person was doing and how to remedy the situation if it needed to be remedied. For example, one student might be assigned to watch the school janitor after school to see what he/she does and then write a report on what he/she saw.	
6. In talking about safety in various situations you might discuss job safety. What kinds of jobs are most dangerous and why? Students could be assigned a small research project regarding the amount of danger involved in the occupations in which they are interested. They could then discuss, write, or role play ways in which they could be safe should they decide to take that job. Don't forget to discuss small things like wearing gloves when cleaning ovens, walls etc., especially if they are working in a job which does a lot of cleaning.	
TASK D: Given various situations the student will become familiar with the safety procedures involved.	
1. Introduce the lesson by telling the students that they will become familiar with various safety procedures and actually demonstrate them during this portion of the lesson.	
2. Begin with showing the students proper and improper techniques for lifting and moving objects. Explain that there are proper and improper ways to lift objects. After demonstrating the proper methods have each student do so. (Sometimes feeling the difference is necessary, therefore the demonstration of movement in each is necessary.) See examples on Worksheets D2 and D2a.	Worksheets D2, D2a

ACTIVITY	MATERIALS/RESOURCES
TASK E: Given basic first aid training the student will become familiar with some of the safety procedures involved.	
1. Introduce to the students the following lesson by asking how many of them know anything about first aid. Any of the students who know first aid might want to act as an aide after having had their procedures checked out by the teacher for accuracy.	
2. Borrow books on first aid from the American Red Cross Agency. Give each student a copy of the book and cover the most important parts. For example: Poison - What to do if someone swallows a bottle of aspirin or eats a poisonous substance and doesn't know it, etc. (Check with the poison control center in your location for more information.) You might also cover auto accidents, broken bones, burns, falls, fevers, seizures, lacerations, bites, etc.	Basic First Aid from the American Red Cross Agency Boy Scouts of America Handbook and Merit booklet on first aid
3. The American Red Cross has several films which emphasize particular portions of the Basic First Aid book. These are especially helpful for the student who learns visually and can associate.	
4. Give the students various situations and ask what they would do in that instance to determine if they have accurately picked up the necessary first aid skills. For example: If a person has fallen down over the side of a hill you should? a. tell him to get up and walk. b. tell him to stay calm and not to move. c. move all of his limbs to see if they are broken. Answer: b	
5. Teach the students to get help as soon as possible and to not leave the injured person unless absolutely necessary.	
6. Review with the students how to reach an ambulance (call 911).	
7. Teach students how to deal with wounds and lacerations: a. stop the bleeding b. protect the wound from getting dirty or infected c. keep the person warm and lying down d. get help	Use the American Red Cross First Aid book for details
8. Ask the students what they think they should do if they get something in their eye. Demonstrate how to treat an eye injury. a. keep the person from rubbing his eye b. wash your hands and check his eye by pulling the eyelid away if necessary c. don't try to get something out of the eye with any other object d. get him to a doctor as soon as possible e. if it is a chemical burn you will need to follow the safety instructions on the container which usually say to wash the eye. In this instance you run a gentle stream of water over the eyeball with the eye open for a specified period of time (usually 10-15 minutes).	
9. Invite a guest speaker from the American Red Cross Agency to demonstrate how to make bandages and dressings for identified injuries (broken bones, cuts, etc.).	Guest speaker

ACTIVITY	MATERIALS/RESOURCES
TASK E: CONTINUED	
10. Visit a hospital emergency room and ask the emergency medical technicians to demonstrate moving an injured person by pulling the person, one-man lift, two-man lift, and six-man carry. They might also demonstrate fore-and-aft carry and how to carry someone using a blanket.	Field trip to an emergency room
11. Discuss burns and the varying types (sun, chemical, water, electrical, etc.). Review the signs and symptoms for burns and what to do for them. (Keep the patient covered, comfortable, and moistened.)	
12. Using the American Red Cross First Aid book review the procedures for giving CPR. If it is felt that this is necessary for your students ask one of the CPR instructors from the American Red Cross to do the training. CPR is a special procedure and requires specific training in order to teach it.	CPR instructor
13. Assign the student(s) the task of calling Tel-Med in order to find out more about other first aid training. Require them to report to the class what they have learned. Be sure to check the students after each segment of the first aid training. *Note: Because first aid training could take a full year to teach, select the areas of training which best fit the needs of your student(s) and teach practical skills - symptoms and treatments.	
TASK F: Student will distinguish between types of knives and the safety procedures for using knives.	
1. Discuss with the students the objective of this lesson - varieties of knives and how to use them safely.	
2. Remind students that knives are not acceptable at school and ask if they know why. (Because they are dangerous.)	
3. Ask students to identify various knives they are familiar with (pocket, kitchen, steak, dinner, slicing, paring, etc.). Ask the students if they are familiar with these and if they have ever used any of them. One at a time introduce the knives to the students and demonstrate the proper use of each. Remind students to always cut away from themselves so that if the knife should slip they would not be cut. (If you do not have access to each of these types of knives use the pictures on Worksheet F3 to show students examples.)	Worksheet F3
4. Show students not only how to use the knives, but also how to safely carry knives--carrying it by the handle with the blade down and the sharp edge facing behind them. Tell them to carry it out to the side, but not so far that they would hurt someone who might walk beside them. Have the students demonstrate this using a wooden or plastic knife until safe procedures are completely learned.	Knives
5. Using a paring knife demonstrate the proper way to cut food --on a cutting board, pressing down on the knife blade with one hand and firmly holding the handle with the other, remembering to keep all fingers and other body parts out of the way. Allow each student a chance to demonstrate the	Paring knife, cutting board, vegetables

ACTIVITY	MATERIALS/RESOURCES
TASK F: CONTINUED	
safe procedure. Discuss with the students why we use a cutting board vs. our hand or the counter top. Remind students that a cutting board gives us a good solid surface, protects counters, and usually keeps objects from slipping as they might on a counter. We should never hold an object in our hand to cut, because we might cut our hand.	
6. Demonstrate the safe way to open a pocket knife by laying it on its side on a flat surface and holding it down firmly with one hand. Gently open the blade to the first notch. Once it is opened that far you may turn it up or leave it as it is and open it the rest of the way. Remind students to always close the knife as soon as they are finished using it. Show them the proper way to close the knife. Once again place the knife on its side on a flat surface and firmly hold in place with one hand while closing the knife with the other hand.	Pocket knife
TASK G: Student will demonstrate the safety procedures for using power tools.	
1. Introduce the lesson by pointing out to the students that safety is always their responsibility and accidents are always painful to the victim and to others around him/her.	
2. Ask the students to name a few power tools they are familiar with (drill, electric saw, etc.). Ask them to tell the safety procedures they are familiar with in using these tools.	
3. Invite the shop teacher in to talk to the students about shop safety--especially regarding power tools. If the shop teacher cannot make a guest appearance, perhaps a senior student who is very competent and is checked out by the shop teacher would like to demonstrate the safety procedures.	Guest speaker and shop tools
4. Use the rules on Worksheet G4 to reinforce the need for safety procedures when using power tools.	Worksheet G4
5. Ask the students to each think of another rule about using power tools and list them on the board. Then combine all of the lists together on one sheet. Assign the students to take the list home and ask their parents for other safety precautions that were possibly forgotten in the class.	Chalk, chalkboard
6. Show the movie "Safety in the Shop: Basic Practices" which demonstrates safety in using both power and hand tools in both wood and metal shops. Ask students to discuss the rules they learned from the movie which they had overlooked in previous assignments. Add this list to the list made in Activity 5 and assign a group of students to make a special bulletin board with all of the rules displayed.	"Safety in the Shop: Basic Practices"
TASK H: Student will recognize and identify hot surfaces and demonstrate ways to keep oneself and others safe from hot water and hot surfaces.	
1. Introduce the lesson to the students by asking them to name some "hot" things they are familiar with which might burn them. Ask them to think of as many as possible. (They	

	ACTIVITY	MATERIALS/RESOURCES
TASK H:	**CONTINUED**	
	might name stoves, ovens, furnaces, hot water pipes, fireplaces, cigarettes, metal exposed to sunshine, motorcycle and other exhaust pipes, etc.)	
2.	Discuss burns with the students and ask them to label some common causes of burns (carelessness with cigarettes or matches, scalds from hot liquids, use of strong chemicals, defective heating, cooking, electrical equipment, use of open fires, getting into overly hot bath water, etc.). Tell them that a burn is an injury which results from heat, chemical agents, or radiation (like from the sun), and it can cause serious illness, injury, or possible death.	
3.	Bring into the classroom some of the above mentioned causes of burns (those which are safe to show), or show pictures of some of these burn causing agents. Ask the students to determine the reason these things might cause burns and how the burns can be prevented. For example, show the students a drawing of someone getting into a tub of steamy hot bath water and getting burned. Ask the students how that could be prevented. They might need to get into small groups to be sure they do not leave out any possible prevention methods. For examples see Worksheet H3.	Materials which show possible burn agents Pictures of burn causing agents or hot surfaces and/or Worksheet H3
4.	Show the film "Kitchen Safety: Preventing Fires" and discuss grease fires and cleaning stove hoods and duct systems to keep them safe. Also discuss fires in deep fat fryers, grills, trash cans, and electrical equipment.	"Kitchen Safety: Preventing Fires" "Fire Prevention: In the Home" Both are available from the Academic Support Center at UMC
5.	Discuss with the students that sometimes a burner doesn't look hot, but it is. We must know ways of checking hot surfaces without burning ourselves. Ask how many students are familiar with "hot wires." Explain to the students that these wires may not be hot to the touch, but could electrocute or burn a person if handled in the wrong way. We must therefore learn to handle the wires safely. Follow up with the movie "Fire Prevention: In the Home" which discusses fires in electrical outlets, and other danger spots such as the attic and basement.	
6.	Cut several strips of paper and write various fire hazards on the paper. Ask each student to pantomime what they would do if they were injured in that way. Then ask another student to role play or tell ways that type of injury might be prevented. For example, a student might pull a slip of paper with the words "cigarette burn" written on it. The student would act out getting a cigarette burn--maybe by sitting in a chair and falling asleep with a make-believe cigarette in his/her hand. The other student would act out the part of prevention by simply putting out the cigarette before closing his/her eyes while sitting in the chair.	Strips of paper with fire hazards written on them
7.	Invite someone from the Fire Department or a local restaurant to talk about fire safety and keeping oneself safe from burns or hot surfaces that could potentially burn.	Guest speaker
8.	Ask students to list as many incidents as they can possibly think of in which someone might get burned. Have the students take the paper home and check with their parents to see if their home is safe from these burn possibilities.	

ACTIVITY	MATERIALS/RESOURCES
TASK I: Student will demonstrate the correct method for setting up and climbing a ladder.	
1. Introduce the lesson by showing the students a ladder or a picture of a ladder. Ask the students what a ladder is used for. Be sure everyone can identify a ladder and its use before going on. (Show straight and folding ladders.)	Ladder or picture of ladders
2. Explain to the students that a ladder is used for climbing. Ask why we can't just use chairs (some are too high, they are not safe or sturdy enough sometimes, etc.). Discuss possible hazards of using a chair for climbing. Discuss possible hazards of using a ladder. Point out to the students that the ladder must be in good repair.	
3. Invite a painter in to demonstrate how to prop a ladder against a building in order to paint. Point out that a straight ladder should be placed at a 70 degree angle with the ground. Ask why that is so important. (Students should respond with something to the effect that if the ladder is too far away, it can easily slip; if it is too close, the least change in the distribution on your weight at the top can cause it to topple backwards.) Do not demonstrate climbing and having this happen, but do allow each student to set the ladder up at a 70 degree angle to make sure they understand approximately what 70 degrees looks and feels like.	Guest speaker Straight ladder
4. Discuss with the students that when using a straight ladder you must make sure the ladder is the right length. If it is too short it could easily slip. It should generally be at least 3 feet above the roof to give you an extension to lean against so you don't fall. Show students pictures of ladders beside houses and have them select the ladder best suited for the job. Make sure they understand the ladder should be taller than the job needed.	Straight ladder
5. Ask the students what they would do if they set up the right length ladder at the right distance from the building, but they could not reach the whole side of the building from the ladder in order to paint the building. (Students will hopefully respond that they would have to get down from the ladder frequently in order to move it and not try to move the ladder by standing on it or not try to paint leaning way over.) Make sure the students understand the danger of stretching far to do a job while standing on a ladder.	
6. Bring in a step ladder and ask each student to set it up in the proper fashion (after a demonstration). Be sure to get a sturdy ladder and check the following: Is it in good repair? Does it have rubber tips to keep it from sliding on a slick floor? Do the hooks on the ladder work safely? Are there any cracks in any part of the ladder? Then, open the ladder, spread both sides evenly apart, hook each side snugly into place, and test the strength of the ladder by putting your weight on it (lifting your feet just off the floor). Then have the students climb the ladder with assistance if necessary. Finally have them climb down from the ladder (again, with assistance if necessary, but eventually alone). You might want to put each of these steps on a sheet and check off only the parts the student can do alone.	Folding step ladder Checksheet of ladder safety

ACTIVITY	MATERIALS/RESOURCES
TASK J: Student will read and understand basic safety instructions.	
1. Explain to the students that being able to read and understand safety instructions is important whether they are working in a shop, McDonald's, their own kitchen, or wiring a toy for a child for Christmas. Ask the students to think of places where they have had to read safety instructions and if they understood them. Usually instructions are given in a step-by-step format. If they are not, the student would want to break it down that way.	
2. Ask the students what they would do if they were to fix an electrical outlet and the first safety instruction on the directions was "never work on an electrical path or circuit until you have located and disconnected the master switch." Students may have trouble with some of the terms and may need pictures or actual experience going through the safety instructions, so show them the action on Worksheet J2 as a demonstration of following up that job. Give the students worksheets with safety instructions written on one side and pictures of those tasks on the other side. Have them match the picture with the proper safety instruction as on Worksheet J2.	Worksheet J2
3. Locate the safety instructions for various appliances in the classroom (tape recorder, language master, etc.) and ask the students to demonstrate the first safety instruction.	Safety instructions for applicances, etc.
4. Ask the students to report on their at-home activities telling something they learned that they hadn't known previously. Have the other students note all of the safety instructions of which they are now aware.	
5. Name a job to be done which would require safe action. Ask the students to write the safety instructions in a step-by-step process in order to show that they know how to safely use that object.	

Worksheet B4

Name ______________________________

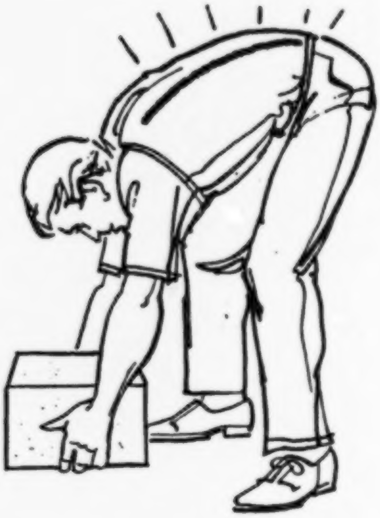
We practice the following safety procedures in my home:

_____ 1. Poisons are put out of the way of small children.
_____ 2. Cords are in good condition with no wires showing.
_____ 3. A smoke alarm is present and works.
_____ 4. My family has a practiced procedure for getting to safety in case of a fire or tornado.
_____ 5. Knives are kept in a safe place.
_____ 6. No toys, books, or other items are placed on the steps.
_____ 7. All of the hand tools in our house are used only by those who have shown they know how to use them safely.
_____ 8. Paper and old oily rags are kept out of areas where a potential fire might result.
_____ 9. Emergency phone numbers are kept by the phone at all times.
_____ 10. Whenever something breaks in my house, we fix it immediately so no one gets hurt.
_____ 11. We have a fire extinguisher that is in working condition and I know how to use it.
_____ 12. The household heating and air conditioning system is checked regularly for safety.
_____ 13. There are not curtains near our fireplace or stove.
_____ 14. We do not plug more than one thing in each electrical outlet.
_____ 15. No one smokes in bed or sets the ashtry on the couch or other flammable objects.
_____ 16. We have occasional home safety discussions.
_____ 17. We do not have wrinkles in our carpet which would possibly make someone fall.
_____ 18. We use a stepladder to reach high places.
_____ 19. We have good lighting in our house - especially on the stairs.
_____ 20. Whenever we spill something, we wipe it up before anyone has a chance to fall.
_____ 21. We keep rubber strips or adhesive strips in the bathtub.
_____ 22. We do not keep electrical appliances (like a TV or radio) on the edge of the bathtub.
_____ 23. We do not touch electrical things with our hands wet.
_____ 24. We do not keep medicines in the house after we have finished taking the necessary amount.
_____ 25. We do not falsely report an emergency.

Worksheet D2

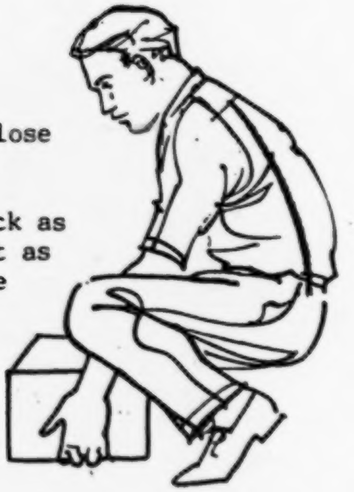
LIFTING AN OBJECT

Incorrect Lifting Technique

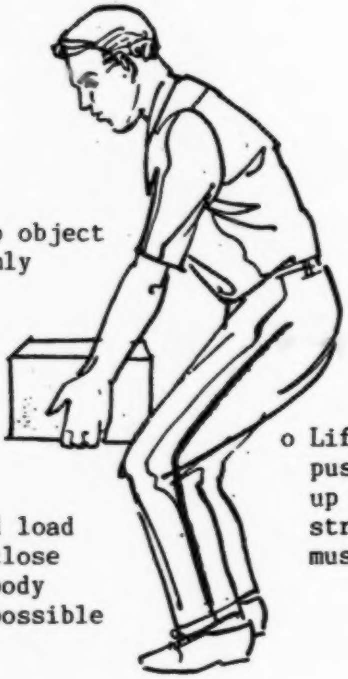


Lift with your leg muscles, not with your back, or your "muscle machinery" may be injured.

Correct Lifting Technique



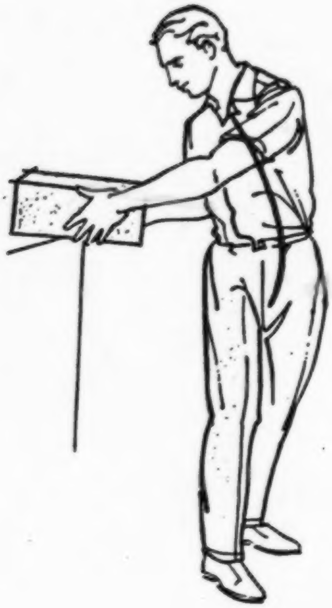
- o Squat close to load
- o Keep back as straight as possible



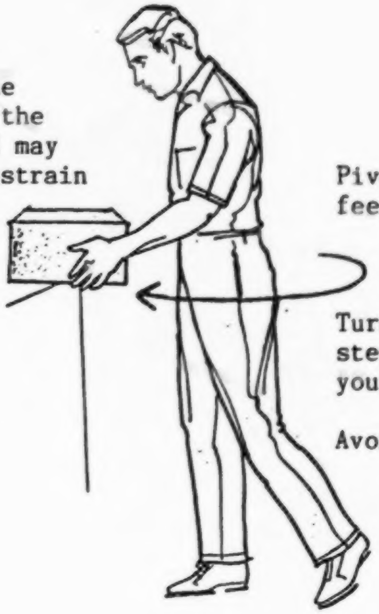
- o Grip object firmly
- o Hold load as close to body as possible
- o Lift by pushing up with strong leg muscles

Worksheet D2a

DIRECTION OF MOVEMENT



Twisting the back pulls the muscles and may cause back strain

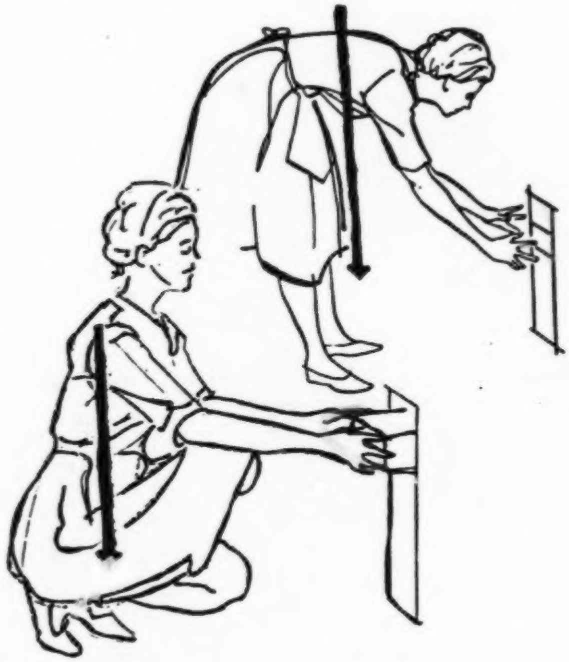


Pivot with your feet

Turn with short steps and turn your whole body

Avoid twisting

Let Your Legs do the Work . . .
Not Your Back

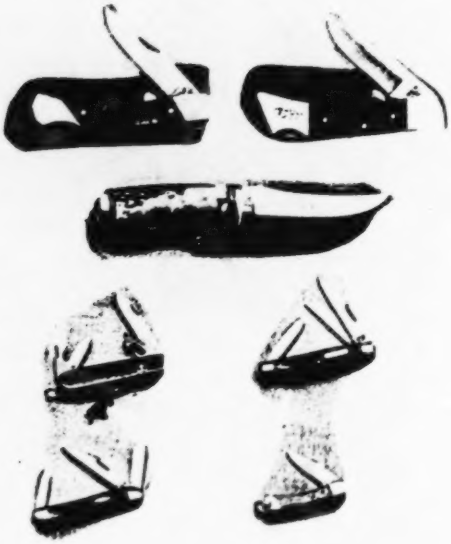


Kneel or squat . . . when you perform a job near the floor. Bend the knees instead of bending from the waist. This saves tiring or straining back muscles.

Worksheet F3

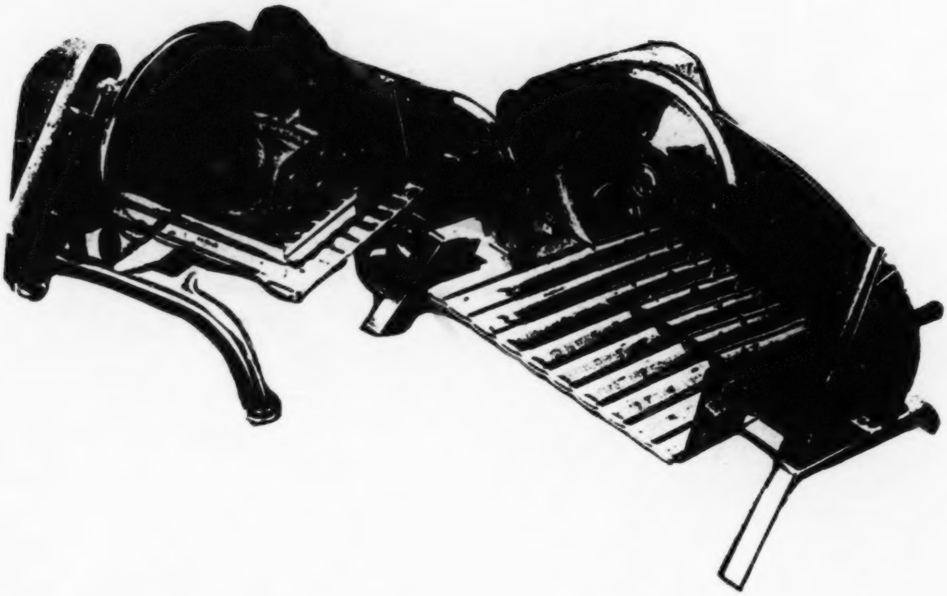
SAMPLE KNIVES

Pocket Knives



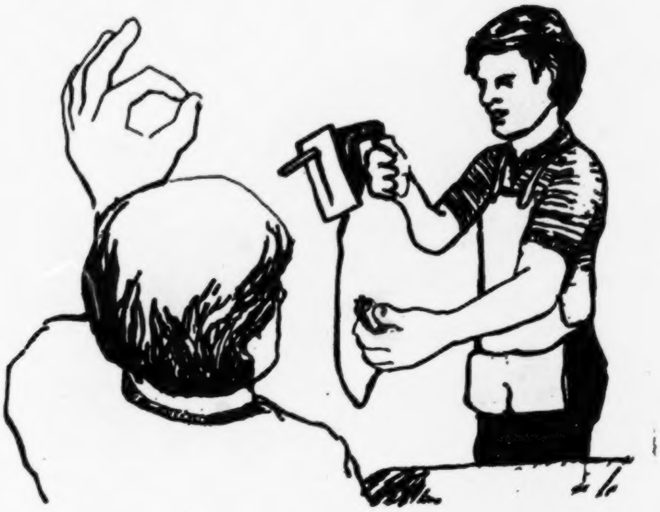
Electric Meat Slicer
or Slicing Knife

Electric Food Slicer

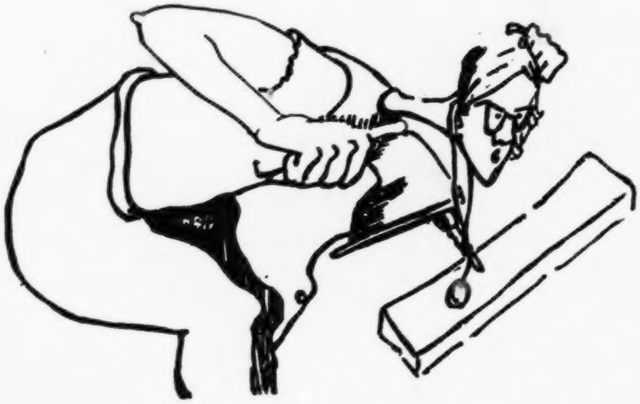


Worksheet G4

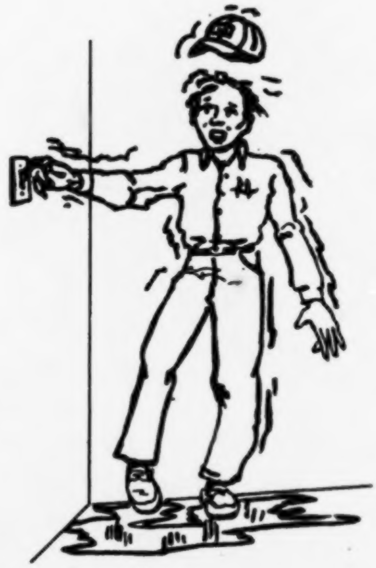
Operate power tools and equipment only after getting approval of the instructor.



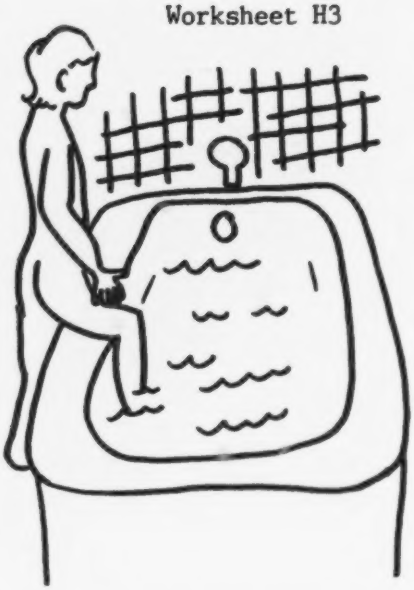
Never wear jewelry when operating power tools or machines.



NEVER switch an electrical device on or off when you are wet or while standing in water. Water conducts electrical current.

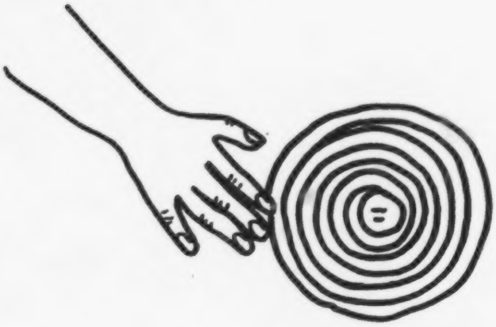


Worksheet H3


Ouch, that's hot!

If the water you stepped into was too hot, what might happen?

What things could you do to prevent a burn from hot water?



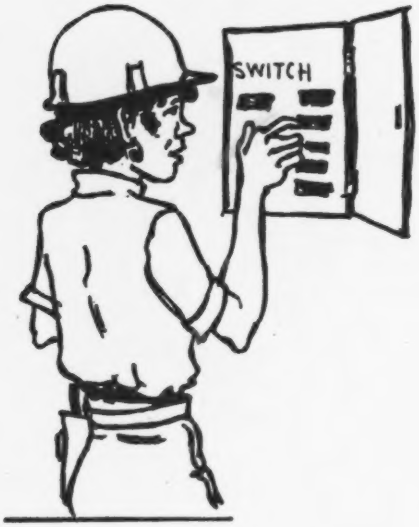
Don't test a stove burner to see if it is hot by putting your hand on it. Check the controls on the stove to see if it's on and hold your hand 6-8" above the burner to feel the heat - not the burner.

What would happen if you put your hand on the burner even if it wasn't red hot?

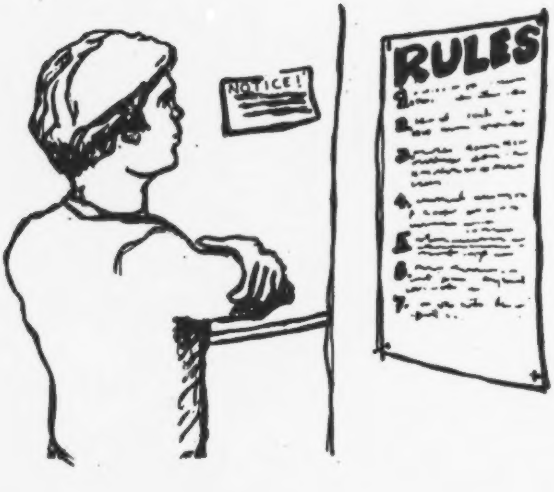
What are some other safety measures you can take to keep yourself and others from being burned by a hot surface like a stove top?

Worksheet J2

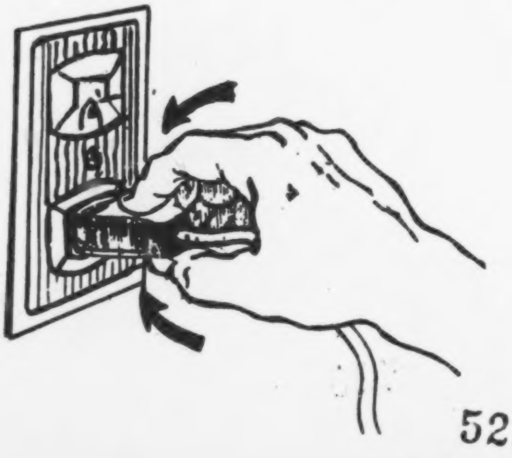
Directions: Match the following actions with the safety instructions which best describe the action to be taken.



ALWAYS unplug electrical cords by pulling the plug instead of the cord. Pulling on the cord can damage the wiring in the plug.



NEVER work on an electrical path or circuit until you have located and disconnected the master switch. The master switch controls power.



Read all safety rules, posters and notices before operating any machine.

RESOURCES

Vocational Preparation Curriculum - Carpentry. Herd, A. University of Missouri-Columbia.

Vocational Preparation Curriculum - Electrical Wiring. Herd, A. University of Missouri-Columbia.

Standard First Aid and Personal Safety. American National Red Cross.

Films (available from the Academic Support Center, UMC):

"Fire Prevention: In the Home"

"Kitchen Safety: Preventing Fires"

"Safety in the Shop: Basic Practices"

ACCESS SKILL

STUDENT WILL KNOW BASIC FIRST AID PRINCIPLES

NAME:

DATE COMPLETED	DATE RECHECKED	TASK ANALYSIS STEPS	TEACHER COMMENTS
		A. Student will be introduced to the need for studying first aid.	
		B. Student will review first aid guidelines.	
		C. Student will identify types of wounds, their causes, and first aid procedures.	
		D. Student will identify procedures in rescuing and assisting a victim of electrical shock.	
		E. Student will understand how and when to use artificial respiration.	
		F. Student will understand how to assist a victim who is choking.	
		G. Student will become familiar with administering Cardiopulmonary Resuscitation (CPR).	
		H. Student will become familiar with various types of burns and give simple treatment.	
		I. Student will become familiar with the symptoms of shock and the three major first aid procedures for treating shock.	
		J. Student will identify symptoms of a fracture, sprain, and dislocation and the proper first aid techniques for each.	
		K. Student will identify common emergencies and discuss the necessary treatment.	
		L. Student will review important vocabulary words used in first aid.	
		M. Student will establish a plan for administering first aid.	
		N. Student will learn to assemble a first aid kit.	

ACCESS SKILL: STUDENT WILL KNOW BASIC FIRST AID PRINCIPLES

TASK ANALYSIS STEPS: A-N

ACTIVITY	MATERIALS/RESOURCES
TASK A: Student will be introduced to the need for studying first aid.	
1. Have a class discussion to determine the reasons for first aid. These should include: a. The difference between life and death. b. The difference between temporary and permanent disability. c. The difference between rapid recovery and long hospitalization.	Standard First Aid and Personal Safety, American Red Cross Should be used for each task. Instruction for teacher information.
2. Divide the class into two groups. Have them list as many different kinds of accidents or injuries as they can.	The assistance of a first aid specialist (Red Cross, Fire Rescue, etc.) should be considered when possible.
3. Have students discuss their experiences with accidents and the first aid administered. Guide the discussion toward what first aid measures would have been taken, as well as comment on what was done.	
4. Have the students make emergency identification cards to carry showing their name, address, telephone number, and people to contact in case of an emergency.	Wallet-size cards Clear contact paper to cover completed card
TASK B: Student will review first aid guidelines.	
1. Review the first aid guidelines given in the First Aid Manual.	Worksheet B1 First Aid Manual
2. Have the students make an emergency call. Guide students by showing them the telephone numbers of several doctors, the ambulance service, the hospital, the fire department, and the police.	Telephone book
TASK C: Student will identify the types of wounds, their causes, and first aid procedures.	
1. Have students define the term "wound". Then discuss the two types of wounds: a. An open wound is a break in the skin. b. A closed wound occurs when the skin is not broken, but the underlying tissue is injured.	
2. Students can determine when a wound is an open or closed wound from a given list of wounds. The list can include: fishhook in your finger, nail in your foot, scraped knee, black eye, broken arm with no bone exposed, small cut on your finger made by a knife, broken leg with no bone exposed, and a broken arm with the bone exposed.	
3. Divide the class into groups and have them determine causes of wounds. Then combine the lists.	
4. Have students discuss the first aid steps for wounds in which bleeding is not severe. These include: a. Thoroughly clean the wound with soap and water. b. Apply the dressing and bandage. c. Consult a doctor at the first sign of infection.	

ACTIVITY	MATERIALS/RESOURCES
TASK C: CONTINUED	
5. Have students role play the following situation: You are cutting a cake. You accidently cut your finger. It is not bleeding very much. What do you do?	
6. Give an example of a wound that is bleeding severely such as a knife cut on the wrist. Have student identify and discuss the four ways to stop severe bleeding. a. Direct pressure c. Pressure on the supplying artery b. Elevation d. Tourniquet	Worksheet C6
7. Divide the class into groups of three. One persons serves as the victim of a severe wound. One person gives first aid. The third person evaluates the first aid given. Have students demonstrate the four methods used to stop severe bleeding. Also have the students exchange places. Use the following situation: Two boys were cutting a board on a saw in the shop class. The boy behind the machine had his arm under the sharp blade. Without looking, the boy at the front turned the saw on and his friend received a severe cut on his arm. What would you do?	Dressings
8. Conduct a class discussion to identify the symptoms of closed wounds.	Worksheet C8
9. Conduct a class discussion on the first aid procedures for closed wounds.	Worksheet C8
10. Divide the class into groups of three. One student serves as the victim. The second student demonstrates the first aid procedures for a closed wound. The third student evaluates the procedures. Use the following situation: A customer in a restaurant trips and falls, hitting his head on a table. He is unconscious, breathing rapidly, and has a weak pulse. What do you do?	Use Worksheet C8 as a checklist for the student doing the evaluating
TASK D: Student will identify procedures in rescuing and assisting a victim of electrical shock.	
1. Emphasize to the students the importance of caution when freeing a victim from the source of electrical power. Have students examine the guidelines on Worksheet D1.	Worksheet D1
2. Ask students to identify possible sources of electrical shock at home and at school.	
3. Divide the students into groups of two. One student serves as the victim and the other student administers first aid. Role play the following situation: You walk into a room and see a person lying on the floor. He is unconscious with his hand on a cord which is plugged into a socket. What do you do?	Use Worksheet D1 as a checklist to determine if all steps were followed
TASK E: Student will understand how and when to use artificial respiration.	
1. Ask the students to define the term "artificial respiration." (Procedure for causing air to flow in and out of a person's lungs when his natural breathing has stopped; to restore breathing when breathing has stopped.)	

ACTIVITY	MATERIALS/RESOURCES
TASK E: CONTINUED	
2. Divide the students into groups. Have them list the causes of respiratory failure. Combine into one list.	Worksheet E1
3. Review the steps of administering artificial respiration using Worksheet E3. Have medical personnel demonstrate the method of administering artificial respiration using "Resuscitation Annie."	Worksheet E3 Medical personnel Resuscitation Annie
4. Divide the students into groups of two. One person administers artificial respiration to "Resuscitation Annie" and the other student, using Worksheet E3 as a guide, evaluates the procedure. Have the students exchange places.	Worksheet E3 Resuscitation Annie
TASK F: Student will understand how to assist a victim who is choking.	
1. Have students list causes of choking and the symptoms or signs of a person who is choking.	Worksheet F1
2. Invite medical personnel to come and demonstrate the abdominal thrust method of relieving a choking victim.	Worksheet F2 Medical personnel
3. Divide the students into groups of three. Have them practice the abdominal method by talking it through, but not actually demonstrating it as it could be harmful.	
4. Role play the following situation: You see a person in a restaurant grabbing their throat. They appear to be trying to cough. What do you do?	
TASK G: Student will become familiar with administering Cardiopulmonary Resuscitation (CPR).	
1. Have students identify the symptoms of a heart attack. These include shortness of breath, pain in left arm, chest pain, nausea and vomiting.	
2. Invite medical personnel to visit the classroom to explain and demonstrate CPR.	Medical personnel
3. Have the students practice administering CPR using "Resuscitation Annie". Have the medical personnel evaluate the students.	Resuscitation Annie
4. Ask the students to describe what they would do in the following situation: The man next door is complaining of pain in his left arm. He is also having difficulty breathing. He loses consciousness and he has no pulse. What do you do?	
TASK H: Student will become familiar with various types of burns and give simple treatment.	
1. Divide the class into three groups. Have them identify the causes of burns. Give one group the category hot liquid, another group the category flammable material, and the third group fire.	

	ACTIVITY	MATERIALS/RESOURCES
TASK H:	CONTINUED	
2.	Have students examine the characteristics of the three types of burns.	Worksheet H2
3.	Have student examine the first aid procedures for first, second, and third degree burns.	Worksheet H3
4.	Have students examine the characteristics of chemical burns.	Worksheet H4
5.	Students can discuss their experience with burns and the first aid administered. Have students evaluate the first aid that was given.	
6.	Divide the class into two groups. Assign one group to list what to do in the case of burns and the other group to list what not to do in the case of burns.	Worksheet H6
7.	Divide the class into groups of three. One person serves as the victim, the second person administers first aid, and the third person evaluates the procedure. Have the studemts exchange places. Using the following situations: first degree burn--you touched a hot pan and burned your finger; second degree burn--a hot log fell out of the fireplace, you grab it and throw it back in the fireplace; third degree burn--a person's car is in an accident and it catches on fire. The person is dragged out of the car with severe burns on his arms, hands, and legs.	Dressings, bandages
TASK I:	Student will become familiar with the symptoms of shock and the three major first aid procedures for treating shock.	
1.	Have students identify the causes of shock and the symptoms of shock. Also discuss the three major first aid procedures for treating shock.	Worksheet I1
2.	Role play the following situation: You come upon a car accident. The victim does not appear to be seriously injured, however, he looks pale and is breathing rapidly. What do you do?	
TASK J:	The student will identify the symptoms of a fracture, sprain, and dislocation and the proper first aid techniques for each.	
1.	Have the students define fracture, sprain, and dislocation. fracture: a broken bone sprain: injury to tissue around a joint dislocation: a bone end displaced from a joint	
2.	Divide the students into three groups. Have one group identify the symptoms of a fracture, the second group the symptoms of a sprain, and the third group the symptoms of a dislocation. Compile the information into a chart. Also note the similarities.	Worksheet J2
3.	Have students examine and discuss the treatment for sprains and dislocations.	Worksheet J3
4.	Invite medical personnel to demonstrate bandaging a sprained ankle. The medical personnel can monitor their treatment.	Bandages Medical personnel

ACTIVITY	MATERIALS/RESOURCES
TASK J: CONTINUED	
5. Also have the medical personnel describe and demonstrate the treatment for various fractures such as an arm, leg, collar bone, shoulder, ankle, and wrist.	Medical personnel splints, bandages
6. Divide the class into groups of two. Have students practice splinting various fractures. The medical personnel may offer assistance.	Medical personnel splints, bandages
TASK K: Student will identify common emergencies and discuss the necessary treatment.	
1. Have the students make a list of common emergencies they encountered during the past year and how they were handled.	
2. After the students have compiled their list, ask them to determine if the situations were handled properly and solicit other suggestions for more effective treatment.	
3. Have students discuss how they would handle the following emergencies: a. A child who has swallowed a small round object. b. A person who is not breathing and has no pulse. c. You burned your finger on a hot stove. d. You think the accident victim is going into shock. e. You think your friend has broken his leg but you are not sure. f. You cut your finger slicing a tomato.	
TASK L: Student will review important vocabulary words used in first aid.	
1. Divide the students into small groups and have them review first aid vocabulary words.	Worksheet L1
2. Have the students develop crossword puzzles, true and false questions, multiple choice questions, or matching exercises to review vocabulary words.	Paper, pencils
TASK M: Student will establish a plan for administering first aid.	
1. Review the first aid guidelines with the students and have them develop several important questions they will have to answer.	Worksheet M1
2. Give the student a list of first aid priorities and have them develop a carefully planned order of priorities--the first aid most urgently needed. Then have them discuss their first aid order of priority and the reasoning behind the priority. First Aid Priorities a. Call for medical help. b. Stop severe bleeding. c. Treat for shock. d. Effect a prompt rescue. e. Establish breathing. f. Treat for poisoning.	

ACTIVITY	MATERIALS/RESOURCES
TASK M: CONTINUED	
3. Ask the students to clip articles describing accidents out of the newspaper. They are to determine a first aid order of priority for each victim.	Newspapers
TASK N: Student will learn to assemble a first aid kit.	
1. Have the school nurse give a demonstration on a well-organized first aid kit and the use of the special materials.	
2. Have the students develop a list of basic first aid supplies such as the list on Worksheet N2.	Worksheet N2
3. Have the students compile a first aid kit for their home and their car.	

Worksheet B1

First Aid Guidelines

1. Do not move the victim unless it is necessary for safety reasons.

2. Protect the victim from unnecessary movement and disturbance.

3. Avoid or overcome chilling by using blankets or covers if available.

4. Determine the injuries or cause for sudden illness.

5. Find out exactly what happened - what caused the injuries or sudden illness.

6. Look for an emergency medical identification, such as a card or bracelet.

7. Loosen tight clothing but do not pull on the victim's belt in case of spinal injury.

8. Open or remove clothing if necessary to expose a body part in order to make a more accurate check for injuries.

9. Note the victim's general appearance, including skin discoloration, and check symptoms that may give a clue to the kind of injury or illness.

10. Check the victim's pulse.

11. Check to see if the victim is awake or unconscious.

12. If the victim is unconscious, look for evidence of head injury. If the victim is conscious, look for paralysis of one side of the face or body.

13. Check the expression of the victim's eyes and size of his pupils.

14. Examine the victim's body and limbs for open and closed wounds or signs of fractures.

15. If poisoning is suspected, check for stains or burns around the victim's mouth and source of poisoning nearby.

16. Carry out the indicated first aid.

Worksheet C6

First Aid for Severe Bleeding

A. Direct Pressure

1. Place the palm of the hand on a dressing directly over the entire area of the open wound. A thick pad of cloth helps control the bleeding by absorbing the blood and allowing it to clot. Do not disturb the blood clot after they have formed.

2. If blood soaks through the pad without clotting, do not remove it, but add additional layers of cloth and continue the direct pressure.

3. A pressure bandage can be placed to hold the pads of cloth over the wound. Hold the bandage or strip of cloth over the pad on the wound, maintain a steady pull on the bandage to hold the pad in place as you wrap both ends of it around the body part and then tie a knot in the bandage directly over the pad.

B. Elevation

1. Unless there is a fracture, an open wound on the hand, neck, arm, or leg should be elevated.

2. The injured part of the body should be raised above the level of the victim's heart.

3. Direct pressure on the pad over the wound must be continued.

C. Pressure on the Supplying Artery of Pressure Point

1. Use the pressure point in addition to direct pressure and elevation.

2. Use the brachial artery to control severe bleeding from an open wound.

    a. The pressure point is located on the inside of the arm in the groove between the biceps and the triceps, about midway between the armpit and elbow.

    b. Grasp the middle of the victim's upper arm, your thumb on the outside of his/her arm and the fingers on the inside.

    c. Press your fingers toward your thumb.

3. Use the femoral artery to control severe bleeding from an open leg wound.

    a. The pressure point is located on the front, center part of the diagonally slanted "hinge" of the leg.

b. Position the victim flat on his/her back, if possible, and place the heel of your hand directly over the pressure point. Keep your arm straight.

D. Tourniquet

1. Place the tourniquet just above the wound.
2. Wrap the tourniquet band tightly around the limb twice and tie a half knot.
3. Place a short, strong stick or similar object that will not break on the knot and tie two additional knots on top of the stick.
4. Twist the stick to tighten the tourniquet until bleeding stops.
5. Secure the stick in place with the loose ends of the tourniquet or a strip of cloth.
6. Make a written note of the location of the tourniquet and the time it was applied.

Worksheet C8

Symptoms of Closed Wounds

1. Cold, clammy, pale skin.
2. Rapid but weak pulse.
3. Rapid breathing and dizziness.
4. Pain and tenderness in the part of the body in which injury is suspected.
5. Swelling.
6. Deformity of limbs.

First Aid Procedures for Closed Wounds

1. Maintain an open airway. Give artificial respiration if necessary.
2. Carefully examine the victim for fractures and other injuries.
3. If an internal injury is suspected, get medical care as soon as possible.
4. If a closed fracture is suspected, immobilize the affected area before moving the victim.
5. If the victim must be moved, carefully move him in a lying position.
6. Do not give fluids.
7. When a small closed wound occurs such as a black eye, put a cold application on the injured area to prevent swelling.

Worksheet D1

Guidelines to Follow in Freeing a Victim from the Source of Electrical Power

1. If possible the power should be turned off before the rescue is attempted.
2. If it is necessary to separate the victim from the contact, use a long dry pole, dry rope, or a length of dry cloth.
3. Be sure your hands are dry and you are standing on a dry surface.
4. Artificial respiration should begin as soon as the electrical contact is broken.

Worksheet E1

Causes of Respiratory Failure

Obstruction by tongue

Croup

Spasm of the larynx

Swelling after burns of the face

Partial or complete blockage by a foreign object

Electrocution

Heart disease

Acute asthma

Diptheria

Swallowing poison

Direct injury cause by a blow

Air depleted of oxygen or other toxic gases

Drowning

External strangulation

Worksheet E3

Artificial Respiration

1. Determine whether the victim is conscious or unconscious.
2. Open the victim's airway. Tilt the victim's head backward so that the chin is pointing upward.
3. Check mouth for foreign matter and clear any foreign matter with your finger.
4. Look at the victim's chest to see if it rises and falls and listen and feel air for 5 seconds.
5. If the victim is not breathing, pinch the nostrils shut with the thumb and index finger of your hand that is pressing on the victim's forehead.
6. Give 4 quick breaths.
7. Look, listen, and feel for air. Check the pulse for 5 seconds.
8. If no pulse, begin CPR.
9. If there is a pulse but no breathing, give 1 breath every 5 seconds.
10. Repeat the blowing cycle.

Worksheet F1

Causes of Choking

1. A child places an object in his/her mouth.
2. An inedible object is caught in the throat.
3. Obstruction may occur when swallowing unchewed food or food containing splinters of bone or shell.
4. Persons with dentures are prone to choke on food.

Signs and Symptoms of Choking

1. Violent choking.
2. Alarming attempts at inhalation.
3. Cyanosis of the face, neck, and hands.
4. Cessation of breathing.
5. Unconsciousness.

Worksheet F2

Abdominal Thrust Method to Relieve Choking

1. Ask the victim if he/she can speak.

2. Place one hand high on the victim's chest and position his/her head at chest level or lower.

3. Deliver 4 sharp back blows with the heel of your hand over the victim's spine.

4. For the abdominal thrust, stand behind the victim and wrap your arms around his/her waist.

5. Place the thumb side of your fist against the victim's abdomen, slightly above the navel.

6. Grasp your fist with your other hand and press it into the victim's abdomen with 4 quick upward thrust.

7. If the procedures are not effective, repeat the sequence:

   4 quick back blows
   4 quick upward thrusts

8. If the victim stops breathing, begin artificial respiration.

Worksheet H2

Types of Burns

First Degree

Skin is red, no blisters
Mild swelling
Painful, sensitive to touch
Rapid healing

Second Degree

Greater depth than first degree burns
Blisters
Considerable swelling over a period of several days
Wet appearance of the surface of the skin
Painful, sensitive to touch

Third Degree

White or charred appearance
Complete loss of all layers of the skin
Numb to touch
Problem of infection

Worksheet H3

First Aid Procedures for Burns

First Degree Burns

1. Apply cold water applications or submerge the burned area in cold water. (Ice cubes can also be used.)
2. Apply a dry dressing if it is necessary.

Second Degree Burns

1. Immerse the burned area in cold water until the pain subsides.
2. Apply a clean cloth that has been wrung out in ice water.
3. Gently blot dry.
4. Apply dry, sterile gauze or clean cloth as a protective bandage.
5. Do not break blisters.
6. Do not use an antiseptic preparation or home remedy on a severe burn.
7. If the arms or legs are affected, keep them elevated.

Third Degree Burns

1. Do not remove particles of charred clothing.
2. Cover burns with thick, sterile dressings or a clean sheet.
3. If the hands are involved, keep them above the level of the victim's heart.
4. Keep burned feet or legs elevated.
5. Do not immerse or apply ice water to the burned area.
6. Arrange transportation to the hospital as quickly as possible.

Worksheet H4

First Aid Procedures for Chemical Burns

Chemical Burns of the Skin

1. Wash away the chemical with large amounts of water as quickly as possible for at least 5 minutes. Remove the victim's clothing from around the burn.
2. Apply a dressing bandage and get medical aid.

Chemical Burns of the Eye

1. Flood the eye thoroughly with water for 15 minutes.
2. Hold the lids open and pour the water from the inner corner outward.
3. Remove any loose particles of dry chemicals floating on the eye by lifting them off gently with sterile gauze or a clean handkerchief.
4. Cover the eye with a dry, clean, protective pad or dressing.
5. Caution the victim against rubbing the eye.
6. Get medical help immediately.

Worksheet H6

Burns

What to Do

Treat for shock

Relieve pain

Prevent infection

Cover burned area with dry sterile or clean cloth

Encourage fluids to replace fluid loss from body

Give water, salt, and soda solution: 1 teaspoon salt, 1/2 teaspoon soda, 1 quart water

What Not to Do

Do not pull clothes over burned area

Do not remove pieces of cloth that stick to burn

Do not try to clean the burn

Do not break blisters

Do not use ointment or any type of medication on severe burns

Do not use iodine or antiseptics on burns

Do not touch burn with anything except sterile or clean dressing

Do not change dressings that were initially applied until absolutely necessary

Worksheet I1

Causes of Shock

1. Severe injuries.
2. Loss of body fluids.
3. Heart attack.
4. Poisoning.
5. Lack of oxygen.

Symptoms of Shock

1. The skin is pale and cold to the touch.
2. The skin may be moist and clammy if perspiration has occurred.
3. The victim is weak.
4. The pulse is rapid (over 100).
5. The rate of breathing is increased.

Treatment of Shock

1. Keep the victim lying down flat on his/her back.
2. Elevate the feet above the head.
3. Keep the victim warm using a blanket or additional clothing.

Worksheet J2

Injury	Symptoms
Sprain	Swelling Tenderness Pain upon motion Discoloration
Dislocation	Swelling Obvious deformity Pain upon motion Tenderness to touch Discoloration
Fracture	Heard or felt a bone snap Pain and tenderness Difficulty in moving the injured part Differences in the shape and length of corresponding bones on the two sides of the body Obvious deformities Swelling Discoloration

Worksheet J3

First Aid Treatment for a Sprain

1. If the victim's ankle or knee is affected, do not allow him/her to walk.
2. Loosen or remove the victim's shoes, apply a pillow or blanket splint and elevate the victim's leg.
3. In mild sprains keep the injured part raised for at least 24 hours. (Do not soak in hot water.)
4. Apply cold, wet packs or place a small bag of crushed ice on the affected area, over a thin towel. (Do not pack the joint in ice or immerse in water that contains ice.)
5. If pain and swelling persist, seek medical attention.

First Aid Treatment for a Dislocation

1. Splint and immobilize the affected joint in the position in which it was found.
2. Apply a sling. Elevate the affected part, if a limb is involved.
3. Seek medical attention promptly.
4. Never attempt to reduce a dislocation or to correct any deformity near a joint.

Worksheet L1

First Aid Vocabulary Words

Accident

First Aid

Symptom

Unconscious

Poison

Infection

Closed Wounds

Tourniquet

Artificial Respiration

CPR

Abdmoinal Thrust

Submerge

Dislocation

Fracture

Emergency

Injury

Pulse

Conscious

Wound

Open Wounds

Pressure Point

Immobilize

Toxic

Burn

Immerse

Shock

Sprain

Worksheet M1

Important Questions You May Have to Answer

1. Is the victim breathing?
2. Does the victim have a pulse?
3. Is it necessary to move the victim to protect him/her from further injury?
4. Has medical help been called?
5. Is the victim lying down, quiet, and warm?
6. Have you reassured the victim?

Worksheet N2

Basic First Aid Supplies

1. sterile gauze dressing
2. gauze bandage
3. box of assorted adhesive dressing
4. adhesive tape
5. absorbent cotton
6. pint bottle of sterile saline
7. mild antiseptic
8. tube of petroleum jelly
9. bottle of calamine lotion
10. bottle of ipecac syrup
11. powdered activated charcoal
12. box of baking soda
13. aromatic spirits of ammonia
14. pair of scissors
15. pair of tweezers
16. needles
17. knife or razor blade
18. medicine dropper
19. measuring cup
20. thermometers (oral and rectal)
21. hot water bottle
22. ice bay
23. wooden safety matches
24. flashlight
25. cough mixture
26. salt (table)
27. aspirin
28. first aid handbook
29. diarrhea medicine
30. alcohol
31. motion sickness tablets
32. medications for special family illnesses such as diabetes, asthma, ulcers

RESOURCES

Standard First Aid and Personal Safety. American Red Cross.